



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

MODULE DIRECTORY

LEVEL 5

ACADEMIC DISCIPLINE OF CHILDHOOD, YOUTH AND EDUCATION

INSTITUTE OF Education and Humanities

2020-2021

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within the Academic Discipline of Childhood and Education in the academic year 2020-2021.

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

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

MODULES

EARLY YEARS

BA Early Years Education and Care (2 year)

BE Early Years Education and Care: Early Years Practitioner Status (2 year)

Year 1 cohort FTF

Compulsory Modules

Module Code	Module Title	Credits	Semester(s) SITS	Module Lead
ECEY5001	Research methods in early years education and care	20	2 Term 3 (April – July)	Dawn Jones
EAEE5002	Reflections on early years provision	20	Term 3 (April – July)	Gwyneth Davi
EAEE5003	Well-being, care and healthy living	20	Term 3 (April – July)	Paul Darby

Year 2 cohort FTF

Compulsory Modules

Module Code	Module Title	Credits	Semester(s) SITS	Module Lead
EAEE5004	Language and literacy in the early years	20	1 Term 1 (September-January)	Alison Rees Edwards
EAEE5005	Learning environments: indoors and out	20	Term 1 (September-January)	Glenda Tinney
ECEY5002	Safeguarding in the early years	20	Term 1 (September-January)	Sioned Saer

BA Early Years Education and Care (3 year)

BE Early Years Education and Care: Early Years Practitioner Status (3 year)

Compulsory Modules

Module Code	Module Title	Credits	Semester(s)	Module Lead
ECEY5001	Research methods in early years education and care	20	Semester 1	Dawn Jones
EAEE5002	Reflections on early years provision	20	Semester 1	Gwyneth Davi
EAEE5003	Well-being, care and healthy living	20	Semester 2	Paul Darby
EAEE5004	Language and literacy in the early years	20	Semester 1	Alison Rees Edwards
EAEE5005	Learning environments: indoors and out	20	Semester 2	Glenda Tinney
ECEY5002	Safeguarding in the early years	20	Semester 2	Sioned Saer

MODULE CODE: EAAE5002
TITLE: Reflections on early years provision
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X310

This applies to students studying the Early Years Practitioner Status programme: *The Unit titles and numbers in italic, such as next to the assessment, are indicative of the links to the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland and National Occupational Standards (NOS). These links are not intended to be comprehensive. Additional links may also be present.*

AIM(S)

- To reflect on early years practice and provision in order to enhance personal and professional development.
- To develop appreciation, through theory and practical experience, of issues involved in working with young children and their families

LEARNING OUTCOMES

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

- demonstrate a thorough understanding of the theoretical knowledge underpinning effective early years practice including the use of reflection as a tool for developing and enhancing good practice;
- reflect on their own experiences and development as competent early years practitioners and provide evidence of continuing personal and professional development, including appropriate models of reflection;
- demonstrate a deeper critical appreciation of issues involved in providing quality services for young children;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

The module will include:

- guidance and advice on how the student will further critique and evaluate their own skills, needs and aspirations in the context of their specific experiences in order to further enhance individual learning;
- an analysis of the specific needs and values of the workplace setting to include: approaches appropriate to a range of age groups; the role of the setting; the function of the setting within the wider context of local services for children;

- analysis of and reflection on the need to contribute to providing a quality service for children to include: health and safety; risk assessment; safeguarding procedures; the need to provide information to allow children and their families to make informed decisions (mutual sharing of information between professional and families, understanding of socio-economic forces, family expectations and perceptions, anti-discriminatory practice and equal opportunities), values essential (power sharing, non-judgemental approaches) and skills required (effective communication, management, assertiveness;
- consideration of what it means to be professional, the elements of professionalism and the responsibilities of the Professional. This will include the roles and responsibilities of the professional as well as an in-depth exploration of developing a culture of professionalism;
- a deconstruction of models of reflective practice, including the philosophic and political challenges of implementing reflective conclusions. The work of Dewey, Schön, Moon, Kolb, Boud and others will be interpreted and used by students to engage in self-reflection. Students will also be challenged to identify and map their own perceptions of their training and personal needs in order to plan effectively their development.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices which they will experience during work based placement. Students will use practical examples to support the application, discussion, and critical evaluation of techniques learned. Critical reflection of personal and professional development will be shared in order to enhance the students' understanding of the requirements of becoming a reflective practitioner.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	93	47%
Placement learning	80	40%
TOTAL	200	100%

ASSESSMENT

This applies to students studying the Early Years Practitioner Status programme:

The following are delivered and assessed in this module:

SCDCCLD0403 Lead programmes for the promotion of young children's development: K28-30; P1-12, P21-26.

SCDCCLD0407 Lead curriculum provision of early education for children: K57, K59, K61; P1-15, P18, P21-31.

SCDCCLD0405 Lead provision for babies and children in partnership with parents and carers: P2, P7, P11-12, P17-19, P21-22.

SCDCCLD0409 Lead the support of children's communication: P1, P3-5, P8-10, P17-23.

SCDCCLD0412 Evaluate the environment for children and families: P1, P2, P5, P11-16, P18-26.

SCDHS0042 Lead practice for health and safety in the work setting: K15-16, K25-26, K37; P6.

Unit SCH 32 Engage in personal development in health, social care or children's and young people's settings: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3.

Assessment Component 1 – 100%

Portfolio (4 elements) (equivalent to 4,000 words).

Exemplar: Provide a portfolio of evidence (oral and written) relating to how you have developed appropriate knowledge, values and skills through specific personal and professional experiences. Identify areas for further development and consider how your professional and personal development could impact on the quality of early years provision provided to young children and their families.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The module content provides opportunities for reflection, inclusion and for collaboration and working with others.	

Well-being of Future Generations (Wales) Act 2015

This module relates to:

A prosperous Wales: in its aim to upskill students;

A more equal Wales: in its aim to upskill students regardless of background.

BIBLIOGRAPHY

Essential

Blandford, S. and Knowles, C. (2009) *Developing Professional Practice 0-7*. Harlow: Pearson Education.

Bolton, G. (2014) *Reflective Practice*. (4th Ed.). London: Sage.

Brock, A. (2014) *The Early Years Reflective Practitioner Handbook*. London: Routledge.

Hallett, E. (2012) *The Reflective Early Years Practitioner*. London: Sage.

Paige-Smith, A. & Craft, A. (2008) *Developing Reflective Practice in the Early Years* Maidenhead: Open University Press

Recommended

Bolton, G. (2010) *Reflective Practice: Writing and Professional Development* (3rd Ed) London: Sage.

Bubb, S. & Earley (2010) *Helping Staff develop in Schools* London: Sage.

Canning, N. (2011) *Play and Practice in the Early Years Foundation Stage*. London: Sage Publications.

Reed, M. & Canning, N. (Eds) (2011) *Reflective Practice in the Early Years* (2nd Ed) London: Sage.

Ritchie, C. (Ed) (2014) *Challenge and Change in the Early Years Workforce: Working with Children from Birth to 8*. London: Routledge.

Sambell, K., Gibson, M. & Miller, S. (2010) *Studying Childhood and Early Childhood* (2nd Ed) London: Sage.

Waller, T. (2009) *An Introduction to Early Childhood: A Multidisciplinary Approach* London: Sage.

MacNaughton, G. and Hughes, P. (2011) *Parents and Professionals in Early Childhood Settings*. Oxford: Oxford University Press.

Miller, S. (2010) *Supporting Parents: Improving Outcomes for Children, Families and Communities*. Maidenhead: McGraw-Hill/Open University Press.

Moyles, J. (2010) *Thinking About Play: Developing a Reflective Approach*. Milton Keynes: Open University Press.

Tarrant, P. (2012) *Reflective Practice and Professional Development*. London: Sage.

Woods, A. (2014) *The Characteristics of Effective Learning: Creating and Capturing the Possibilities in the Early Years*. London: Routledge.

Background

Herbert, S. (2011) *The Inclusion Toolkit*. London: Sage.

Lee, W., Carr, M., Soutar, B. and Mitchell, L. (2013) *Understanding the Te Whariki Approach*, Oxon., Routledge.

McLean, A. (2009) *Motivating Every Learner* London: Sage.

Miller, L. and Hevey, D. (2012) *Policy Issues in the early years*. London: Sage Publications.

Journals

Australasian Journal of Early Childhood
 Contemporary Issues in Early Childhood
 Early Childhood Education
 Early Childhood Research and Practice
 Early Childhood Research Quarterly
 International Journal of Early Childhood
 International Journal of Early Childhood Education Research
 International Journal of Early Years Education

Websites

Care Council for Wales (2013) *The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)*
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/childrens-care-learning-and-development>

Care Council for Wales (2013) *The Health and Social Care (HSC) and Leadership and Management of Care Services (LMCS) National Occupational Standards (NOS)*.
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/health-and-social-care-and-leadership-and-management-of-care-service/>

Welsh Government

Students will be directed to a range of additional e-books, research papers and websites during module delivery.

MODULE CODE: EAAE5003
TITLE: Well-being, care and healthy living
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X310

This applies to students studying the Early Years Practitioner Status programme: *The Unit titles and numbers in italics, such as next to the assessment, are indicative of some links to the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland and National Occupational Standards (NOS). These links are not intended to be comprehensive. Additional links may also be present.*

AIM(S)

- To examine health, care and social issues relating to infants and young children's well-being, welfare and healthy living.

LEARNING OUTCOMES

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

- examine factors, legislation and practices that affect the health, well-being and development of babies and young;
- evaluate in depth the role that key professionals and key services play in young children's care, health and well-being;
- analyse factors, legislation and practices that promote healthy living, positive health, well-being and lifestyle;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

The module will include:

- an in-depth examination of the genetics of conception (genotypes, chromosomes, genes); milestones in foetal development from conception to birth (nervous system, sensory system, brain development), together with patterns of genetic "error" (Down's syndrome);
- an in-depth evaluation of research related to healthy diet in pregnancy and in preparation for conception (for example correlation between folic acid and spina bifida); maternal age on child welfare; tensions between social factors (teenage pregnancies) and health issues (risks in births to prima gravida mothers, smoking, alcohol and other teratogens);
- an evaluation of the physical development of children from birth to early childhood: assessment of neonate health and wellbeing, perceptual and sensory awareness; relationship between physical development and behaviour; motor development, early childhood illnesses and current concerns such as childhood obesity, malnutrition, nutrition and hydration;

- an examination of frameworks and guidance related to illness, the signs and symptoms of ill health; monitoring health and managing ill-health; behaviour changes that may be due to ill health together with the concept of resilience. Students will also examine legislation and safe practices related to the use of medication in social care settings/work settings;
- an evaluation of the impact of social, political and economic factors on children's life chances and well-being. Students will study the challenges of poverty on children's lives, including a consideration of rural poverty, together with concepts of class and marginalisation of children from traveller communities and asylum. Students will also examine the transitions that children may go through;
- an in-depth examination of the role of key professionals and key services (health visitors, paediatric community health services) together with the prevention and control of infection;
- a deep understanding of the influence of legislation and policy on young children's health and well-being, for example, health , safety and security issues, social policy, education, health and housing, European law and the UN Convention on the Rights of the Child. Identification of government initiatives to improve child health and family health, such as Flying Start, Cefnogi Cynnar/Early Support, Families First, anti-smoking campaigns, healthy eating initiatives, and drug awareness issues.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices of health and well-being. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13
Independent learning	93	47
Placement learning	80	40
TOTAL	200	100%

ASSESSMENT

This applies to students studying the Early Years Practitioner Status programme:

The following will be delivered and assessed during the module:

SCDCCLD0403 Lead programmes for the promotion of children and young people's development: K22-23, K33, K40, K44-46, K49, K51, K66-67.

SCDHSC0042 Lead practice for health and safety in the work setting: K5, K11, K25-26, K34.

SCDCCLD0409 Lead the support of children's communication: P7, P21-23.

SCDHSC0044 Lead practice that promotes the safeguarding of children and young people: K32.

SCDCCLD0417 Lead service providers in accessing information to support the care, learning and development of children: K57-58, K61-64; P1-4, P6, P16.

SCDCCLD0405 Lead provision for babies and children in partnership with parents and carers: K55-56; P15, P17, P22.

SCDCCLD0408 Lead the physical, cognitive, emotional and social development of children; K74; P13, P16.

SCDCCLD0407 Lead curriculum provision of early education for children: K64.

Assessment Component 1 - 100%

Individual presentation (15 minutes)

Prepare and deliver a 15 minute **pre-recorded** presentation in an acceptable format, agreed beforehand by the module tutor.

Exemplar:

Prepare a 30 minute information video for an audience of students. These could be your peers on the degree programme that you are studying.

Select a health/well-being/life-style issue or aspect. Examine the factors/legislation/practices that are associated with your chosen aspect.

Choose ONE key professional/key service that is particularly relevant to your chosen aspect. Evaluate the role of this ONE key professional/ key service plays in promoting the chosen aspect. You should also evaluate the multi-disciplinary work involved in promoting the chosen aspect

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The skills acquired in this module and its assessments are intended to increase student employability in the field of early years. Students submit written work via the VLE reducing printing and copying. Students will develop their understanding and respect for others' needs in particular to equality, diversity and discrimination; and well-being rights and citizenship. The module and assessment offer the students opportunities to engage in holistic learning and reflection.	

Well-being of Future Generations (Wales) Act 2015

This module relates to:

A prosperous Wales: in its aim to upskill students;

A healthier Wales: in its aim to encourage healthier lifestyles and understand the health, care and well-being of children and young people;

A more equal Wales: in its aim to upskill students regardless of background.

BIBLIOGRAPHY

Essential

- Dowling, M. (2014) *Young Children's Personal, Social and Emotional development* (4th Ed). London: Sage Publications Limited.
- Goldschmeid, E. and Jackson, S. (2003) *People under three: young people in day care*. (2nd Ed) London: Routledge.
- Hartas, D. (2014) *Parenting, Family Policy and Children's Well-being in an Unequal Society: A New Culture War for Parents*. Hampshire: Palgrave MacMillan.
- Insel, P. M., Ross, D., McMahon, K., & Bernstein, M. (2014). *Discovering nutrition*. Burlington: Jones and Bartlett Publishers.
- Maholmes, V. (2014) *Fostering resilience and Well-being in Children and Families in Poverty*. U.S.A: OUP.
- Miller, L. K. & Hevey, D. (2012) *Policy Issues in the Early Years*. London: Sage.
- Nutbrown, C., Clough, P. & Atherton, F (2013) *Inclusion in the Early Years*. London: Sage.
- Reynolds, A. J., Rolnick, A. J., & Temple, J. A. (2014). *Health and education in early childhood: predictors, interventions, and policies*.
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- Siencyn, S. W. (2010) The Challenges of Rural Poverty for Children in Wales, in Clark, M. & Tucker, S. (eds) *Early Childhoods in a Changing World*. London: Trentham Books.
- Turner-Cobb, J. (2014) *Child Health Psychology – A Biopsychosocial Perspective*. London: Sage Publications Limited.
- Wild, M. & Street, A. (2013) *Themes and Debates in Early Childhood*. London: Sage Publications Limited.

Recommended

- Anning, A., Cullen, J. & Fleer, M. (eds) (2008) *Early Childhood Education: Society and Culture* (2nd ed). London: Sage.
- Arnold, C. (2010) *Understanding Schemas and Emotion in Early Childhood*. London: Sage.
- Bowlby, J. (2005) *The making and breaking of affectional bonds*. London: Routledge.
- Boxall, M. & Lucas, S. (2010) *Nurture groups in school: principles and practice*. (2nd Ed) London: Paul Chapman.
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- Edelstein, S., & Sharlin, J. (2009). *Life cycle nutrition: an evidence-based approach*. Sudbury, Mass: Jones and Bartlett Publishers.
- Gerhardt, S. (2014) *Why love matters: how affection shapes a baby's brain*. (2nd Ed) East Sussex, Routledge.
- Goldberg, S. (2000) *Attachment and Development*. London: Arnold.
- Hyson, M. and Biggar Tomlinson, H. (2014) *The Early Years Matter* Teachers College Press.
- Johnson, D.J., Agbenyiaga, D.L. & Hitchcock, R.K (Eds) (2013) *Vulnerable Children: Global Challenges in Education, Health, Well-being and Child Rights*. New York: Springer.

Johnson, M.H. & de Haan, M (2015) *Developmental Cognitive Neuroscience: An Introduction*. (4th Ed) .West Sussex: Wiley Blackwell.

Siraj, I. Kingston, D. Melhuish, E. (2015) *Assessing Quality in Early Childhood, Education and Care*. London: Trentham Books.

Van Oudenhove, N. (2014) *Cuturalised Early Childhood Development: The Well-being and Healthy Development of Young Boys and Girls*. London: Garant Publishers.

Background

- Bee H. & Boyd, D.G. (2013) *The Developing Child* (13th Ed) Essex: Pearson Education Limited.
- Berk, L. E. (2012) *Child Development*. (9th Ed) Boston: Allyn and Bacon.
- Doherty, J. & Hughes, M. (2013) *Child Development Theory and Practice 0-11*. (2nd Ed) Essex: Pearson Education Limited
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- Siencyn, S.W. & Thomas, S. (2007) 'Early Years provision in Wales' in Clark, M. & Waller, T. (Eds) (2007) *Early Childhood Education and Care: Policy and Practice*, 135-166. London: Sage Publications.
- Smith, A. (2002) *The brain's behind it: new knowledge about the brain and learning*. Stafford: Network Education Press.
- Smith, P.K., Cowie, H. and Blades, H. (2010) *Understanding Children's Development* (5th Ed) Malden: Blackwell Publications Ltd.
- Underdown, A. (2015) *Young Children's Health and Well-being*. Maidenhead: Open University Press.

Journals

Contemporary Issues in Early Childhood - online
International Journal of Early Years Education – online

Websites

UNICEF reports:
<http://www.unicef.org.uk/Latest/Publications/Ipsos-MORI-child-well-being/>
<http://www.unicef.org.uk/UNICEFs-Work/What-we-do/Issues-we-work-on/Child-well-being/>
<http://www.unicef.org.uk/Latest/Publications/Report-Card-7-An-overview-of-child-well-being-in-rich-countries/>

Joseph Rowntree Foundation reports:
<http://www.jrf.org.uk/sites/files/jrf/poverty-social-exclusion-assessment-full.pdf>

End child poverty network Cymru
<http://www.endchildpovertycymru.org.uk/areasofwork/childpoverty/endchildpovertynetwork/index.html>

Cymorth and Flying Start evaluation
<http://cymorthandflyingstartevaluation.co.uk/>

Care Council for Wales (2013) *The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)*
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/childrens-care-learning-and-development>

Care Council for Wales (2013) *The Health and Social Care (HSC) and Leadership and Management of Care Services (LMCS) National Occupational Standards (NOS)*.
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/health-and-social-care-and-leadership-and-management-of-care-service/>

www.pengreen.org.uk
<http://www.earlyyearsmatters.co.uk>
www.actionforchildren.org.uk
www.awcpp.org.uk
www.ssiacymru.org.uk
www.polisiplant.org.uk
www.childpolicy.org.uk
www.surestart.gov.uk/
www.legisaltion.gov.uk
www.childrensrightswales.org.uk
www.nspcc.org.uk
www.home-start.org.uk
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/1040
https://www.education.gov.uk/publications_tandard/publicationDetail/Page1/CM%205730
<http://wales.gov.uk/cssiwsbsite/newcsiws/?lang=en>

Students will be directed to a range of additional e-books, research papers and websites during module delivery.

MODULE CODE: EAAE5004
TITLE: Language and literacy in the early years
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X310

This applies to students studying the Early Years Practitioner Status programme: *The Unit titles and numbers in italics, such as next to the assessment, are indicative of some links to the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland and National Occupational Standards (NOS). These links are not intended to be comprehensive. Additional links may also be present.*

AIM(S)

- To gain a deeper understanding of language and literacy in the development of young children.
- To gain a deeper understanding of how settings promote and support language development and early literacy.

LEARNING OUTCOMES

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

- analyse, in depth, children's language development and early literacy from pre-birth to seven years;
- identify and analyse a range of approaches to early literacy;
- identify and analyse, in depth, their own role in encouraging and supporting children's language and literacy;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

The module will include:

- an in-depth analysis of the stages of language acquisition: neonate identification of sound, cooing and babbling, holophrastic stage, naming and lexical development, development of infant questioning, discourse and questioning in early years; an examination of theoretical and international perspectives of language development in the early years. The work of Chomsky, Vygotsky, Skinner, Bruner, Lenneberg and other psycholinguistics will be carefully examined;
- an exploration of a range of approaches to early literacy, and reading specifically, with opportunities to critically evaluate some of the key research findings. Cultural and political influences on approaches will be investigated as

well as literacy and numeracy frameworks, such as the National Literacy and Numeracy Framework (2013) for Wales. Students will have opportunities to investigate and discuss literacy strategies, including the range and diversity of children's books, and their implementation in early years' settings through play and how literacy can be integrated into other areas of children's learning;

- children's exposure to different alphabets, scripts and attitudes to literacy will be considered. This will include a study of early literacy activities such as singing, nursery rhymes, poetry, jigsaws, sorting, matching, map making and pattern recognition. Students will be encouraged to consider these issues in relation to bilingualism and also children with heritage languages. The influence of gender on literacy will also be explored. Students will be introduced to a range of early remedial techniques and also explore how these are influencing practice such as using movement to develop reading;
- an investigation of the influences of a range of media on young children's language and literacy as well as learn how to promote and support their digital competency in these areas. This will include evaluating research on the use of information technology such as computers, computer games, programmable equipment and white boards as well as television.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of promoting and supporting language development and literacy and in early years' settings. Lectures will introduce practical examples which will be used to support the application, discussion, and critical evaluation of language and literacy.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	153	77%
Placement learning	20	10%
TOTAL	200 hours	100%

ASSESSMENT

This applies to students studying the Early Years Practitioner Status programme:

The following will be delivered and assessed during the module:

SCDCCLD0409 Lead the support of children's communication: K26-K27, K58, K60, K62-K72; P1-P3, P5, P9-P19.

Assessment Component 1 - 100%

Individual practical project (15 minute video recording)

Exemplar

Design and implement an activity for promoting either language development or early literacy in early years' settings.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%

TOTAL	100%
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EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Reducing resource waste • VLE used and assessments submitted online to reduce paper use • Students are encouraged to develop positive sustainability behaviours • Collaborative cross – faculty provision for some lectures Pedagogy The pedagogical approach supports opportunities for: • problem-solving • creative thinking • experiential learning • reflection • interdisciplinary and holistic learning Social / Economic The module develops understanding of: • language development and literacy • observing, assessing, recording/monitoring	

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015

A prosperous Wales: developing a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

BIBLIOGRAPHY

Essential

- Anderson, A. and Anderson, J. (Eds) (2016) *Language, Learning, and Culture in Early Childhood: Home, School, and Community Contexts*. London: Routledge.
- Larson, J. (2014) *Making Literacy Real: Theories and Practices for Teaching and Learning*. London: Sage Publications Ltd.
- Rodger, R. (2016) *Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents* (4th Ed). London: Routledge.
- Saxton, M. (2010) *Child Language: Acquisition and Development*. London: Sage Publications Ltd.
- Smidt, S. (2015) *Observing Young Children: The role of observation and assessment in early childhood settings* (2nd Ed). London: Routledge.
- Wang, X. (2014) *Understanding Language and Literacy Development: Diverse Learners in the Classroom*. West Sussex: John Wiley & Sons.

Recommended

Arad Research and the National Centre for Language and Literacy (2014) *A Review of Research Evidence on the effectiveness of different approaches to promoting early speech and language development*. Cardiff: Welsh Government.

Arad Research and the National Centre for Language and Literacy (2014) *A review of practice in the implementation of the early language development support element within Flying Start*. Cardiff: Welsh Government.

Bruce, T. (2012) *Learning Through Play* (2nd Ed). London: Hodder.

Charles, M. (2014) *Using Multiliteracies and Multimodalities to Support Young Children's Learning*. London: Sage Publications Ltd.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Welsh Government.

Evans, J. (Ed.) (2009) *Talking Beyond the Page: reading and responding to picturebooks*. New York: Routledge.

Meier, D.R. (Ed) (2009) *Here's the story: using the narrative to promote young children's language and literacy learning*. New York: Teachers College Press.

Pugh, K. and McCardle, P. (Eds) (2009) *How Children Learn to Read: Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics or Reading and Dyslexia Research and Practice*. New York: Taylor & Francis.

Rees, J. (2016) *Inspiring Ideas to Support Early Maths and Literacy: Stories, rhymes and everyday materials*. London: Routledge.

Wales Institute of Social and Economic Research, Data and Methods (WISERD) (2015) *Successful Futures: Analysis of questionnaire responses – Final Report*. Welsh Government.

Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. London: Sage Publications Ltd.

Background

Bower, V. (Ed.) (2014) *Developing Early Literacy 0-8*. London: Sage Publications Ltd.

Brock, A. and Rankin, C. (2008) *Communication, Language and Literacy from Birth to Five*. London: Sage.

Neaum, S. (2012) *Language and Literacy for the Early Years*. London: Sage Publications Ltd.

Petrie, P. (2011) *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*. London: Jessica Kingsley Publishers.

Whitehead, M. R. (2010) *Language & Literacy in the Early Years 0-7*. London: Sage Publications Ltd.

Whitehead, M. R. (2009) *Supporting language and literacy development in the early years* (2nd Ed). Maidenhead: Open University Press.

Journals

Child Education
Child Language Teaching and Therapy
Journal of Language and Social Psychology
Language Acquisition
Language and Speech
Psychology of Language and Communication

Websites

Care Council for Wales (2013) *The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)*
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/childrens-care-learning-and-development>

Students will be directed to a range of additional e-books, research papers and websites during module delivery.

MODULE CODE: EAAE5005
TITLE: Learning environments: indoors and out
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X310

This applies to students studying the Early Years Practitioner Status programme: *The Unit titles and numbers in italics, such as next to the assessment, are indicative of some links to the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland and National Occupational Standards (NOS). These links are not intended to be comprehensive. Additional links may also be present.*

AIM(S)

- To enable students to acquire skills, knowledge and enthusiasm relating to promoting early learning in a range of stimulating environments.
- To develop students confidence in their abilities to identify and reduce risk in the promotion of children's learning and well-being.

LEARNING OUTCOMES

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

- analyse the relationship between some of the principles of young children's holistic development and provision of appropriate early years environments, including outdoor natural spaces;
- evaluate and reflect on the role of adults in providing adaptable environments which support young children as competent, independent thinkers and learners;
- analyse and evaluate some of the risks and benefits of providing young children with challenging play environments;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

The module will include:

- an historic and current overview of the value of appropriate environments for young children's development, with a study of influential theorists, authors and pedagogies, such as Froebel, the McMillan sisters, Ouvre and Louv; forest school and Reggio Emilia;
- students will take part in practical workshops, which explore the benefits and potential risks of a range of environments, including natural outdoor spaces; health and safety issues will be evaluated, including the use of risk assessments and the need to promote partnership with parents and practitioners in understanding risk and well-being;

- students will also be encouraged to develop their own flexible practitioner skills relating to provision of appropriate environments, such as through responding to children's interests and changing weather conditions;
- the use of natural and sustainable reused/refreshed materials will be analysed for their learning potential with links to the sustainability agenda;
- analytic and evaluative discussions of the use of environmental audits.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of developing stimulating play environments in early years' settings. Practical workshops will introduce opportunities to critically evaluate risk assessments and environmental audits.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	113	67%
Placement learning	60	20%
TOTAL	200 hours	100%

ASSESSMENT

This applies to students studying the Early Years Practitioner Status programme:

The following will be delivered and assessed during the module:

SCDCCLD0412 Evaluate the environment for children and families: K57-64; P3-8, P10, P21-22, P24.

SKAPW9 Plan and support self-directed play: K16-19; P6-12.

SCDHSC0042 Lead practice for health and safety in the work setting: K18-20, K32-33, K39-50; P 7-11, P13-15, P17-18, P21, P23-24.

SCDCCLD0407 Lead curriculum provision of early education for children: P19-20.

SCDHSC0044 Lead practice that promotes the safeguarding of children and young people: P 28-29, 37.

SCDCCLD0408 Lead the physical, cognitive, emotional and social development of children: P1-4, P8, P10, P12.

Assessment Component 1 - 100%

Portfolio (equivalent to 4000 words) to include 4 components.

Exemplar:

- plan and evaluate an early years setting's morning of activities which take place in the indoor and outdoor environments and which promote the holistic development of a group of children under 7 years of age;
- devise a risk assessment for the morning which encompasses links to relevant legislation, workplace policies and procedures for the type of setting and age group chosen;
- demonstrate use of an environmental audit pro-forma to evaluate your planning of the morning's environments, adult role, activities and resources plus identification of ideas for future improvements;
- demonstrate an understanding of how to seek the views of all stakeholders as you analyse the children's holistic development, the safety and inclusion of all concerned.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Reducing resource waste • VLE used to reduce paper use; • Students are encouraged to develop positive sustainability behaviours, such as through reusing, refreshing and improvising play resources. Pedagogy The pedagogical approach supports opportunities for: • problem-solving • creative thinking • experiential learning • reflection • interdisciplinary and holistic learning Social / Economic The module develops understanding of: • observing, assessing, recording/monitoring	

The Well-being of Future Generations (Wales) Act 2015:

It supports understanding of the value of a variety of learning environments, including the benefits of using outdoor natural spaces, it thus links to:

‘**A healthier Wales:** ...people’s physical and mental well-being is maximised and..
..choices and behaviours that benefit future health are understood’.

BIBLIOGRAPHY

Essential

Bilton, H. (2010) *Outdoor Learning in the Early Years: Management and Innovation*.

(3rd Ed) London: David Fulton. ebook

Bruce, T. (2012) *Learning Through Play* (2nd Ed). London: Hodder.

Department for Children, Education, Lifelong Learning and Skills (2015) *Foundation Phase Framework for Children’s Learning for 3-7-year-olds in Wales*. Cardiff: Welsh Government.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Welsh Government.

Gill, T. (2010) *Nothing Ventured: Balancing Risks and Benefits in the Outdoors*. The English Outdoor Council. Available at www.englishoutdoorcouncil.org.

Joyce, R. (2012) *Outdoor Learning: Past and Present*. UK: Open University Press. ebook

Knight, S. (2011) *Risk and Adventure in Early Years Outdoor Play: Learning From Forest Schools*. London: Sage Publications.

Knight, S. (2012) *Forest School for All*. London: Sage Publications. ebook

Louv, R. (2010) *Last Child in the Woods*, (2nd Ed) London: Atlantic Books. ebook

Rodger, R. (2016) *Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents* (4th Ed). London: Routledge.

Smidt, S. (2015) *Observing Young Children: The role of observation and assessment in early childhood settings* (2nd Ed). London: Routledge.

Tovey, H. (2013) *Bringing the Froebel Approach to your Early Years Practice*. David Fulton.

Warden, C. (2012) *Nurture Through Nature: Working with children under 3 in Outdoor Environments*. UK: Mindstretchers.

Warden, C. and McNair, L. (2012) *Nature Kindergartens and Forest Schools: an Exploration of Naturalistic Learning within Nature Kindergartens and Forest Schools*. (2nd Ed) UK: Mindstretchers.

Wales Institute of Social and Economic Research, Data and Methods (WISERD) (2015) *Successful Futures: Analysis of questionnaire responses – Final Report*. Welsh Government.

Williams-Siegfriedsen, J. (2012) *Understanding the Danish Forest School Approach: Early Years Education in Practice*. London: David Fulton. Ebook.

Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. London: Sage Publications Ltd.

Recommended

Department for Children, Education, Lifelong Learning and Skills (2007) *Out of Classroom Learning - Learning Outside the Classroom*. Cardiff: WAG.

Edgington, M. (2014) *The Great Outdoors: developing children's learning through outdoor provision*. 2nd Ed. London: British Association of Early Childhood Education.

Einarsdottir, J. and Wagner, J.T. (eds), (2006) *Nordic Childhoods and Early Education Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway and Sweden*. Greenwich: Information Age Publishing.ebook

Lester, S. and Maudsley, M. (2006) *Play Naturally: A Review of Children's Natural Play*. London: NCB.

Maynard, T. and Waters, J. (2014) *Exploring Outdoor Play in the Early Years*. UK: Open University Press

Palmer, S. (2014) *Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It*. 2nd Ed. Great Britain: Orion Books.

Ryder Richardson, G. (2014) *Creating a Space to Grow*. (2nd Ed) London: David Fulton. Ebook

Waite, S. (ed) (2011) *Children Learning Outside the Classroom: From Birth to Eleven*. London: Sage Publications. ebook

White, J. (2014) *Playing and Learning Outdoors*. (2nd Ed) London: Routledge.

Students will be directed to appropriate websites, journals and other e-resources.

Journals

Child Education

Websites

Care Council for Wales (2013) *The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)*
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/childrens-care-learning-and-development>

Care Council for Wales (2013) *The Health and Social Care (HSC) and Leadership and Management of Care Services (LMCS) National Occupational Standards (NOS)*.

<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/health-and-social-care-and-leadership-and-management-of-care-service/>

Students will be directed to a range of additional e-books, research papers and websites during module delivery.

Additional employability opportunity:

- Students will gain the John Muir Award after successfully providing evidence which meet the requirements of this award.

MODULE CODE: ECEY5001
TITLE: Research methods in early years education and care
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X210

AIM(S)

- To enable students to become critical researchers when planning a project in the field of early years education and care.
- To enable students to appreciate the significance of ethical practice in research.

LEARNING OUTCOMES

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

- analyse various methodologies used in early years research and demonstrate analytic understanding of their strengths, weaknesses and limitations;
- demonstrate a critical awareness of ethical issues related to working and researching with and for young children;
- decide on and justify appropriate research methods for early years research topics;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- a detailed discussion and examination of qualitative and quantitative traditions and methodologies and their function, usefulness and limitations. Data collection methods related to quantitative and qualitative research will be critically analysed identifying strengths and weaknesses;
- opportunities to discuss and examine data collection methods, how to analyse and evaluate findings when planning a research project. Students will critically examine research findings and conclusions drawn in relation to data supplied, validity, generalisation and reliability of research; students will also discuss how to present findings in a format considered appropriate for different purposes and audiences;
- a close examination of the ethical frameworks and the historic background to the development of ethical practice in research. The key principles of ethicality will be deconstructed: anonymity, informed consent of all participants, confidentiality and the challenges of ensuring the consent of young children will be explored;

- an examination of terminology and vocabulary of research which will be discussed in detail together with the mapping and style of research papers; comparisons, for example of the use of the abstract and key words tradition.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of research methods in the field of early years' education and care. Lectures will introduce practical examples which will be used to support the application, discussion, and critical evaluation of research methods. Case studies will also be used to develop understanding and application of the research methods.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 100%

Group presentation (30 minutes)

Exemplar

From the research papers provided, discuss your evaluations of the research papers and analyse the importance of ethical issues when undertaking research projects.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Reducing resource waste • VLE used and assessments submitted online to reduce paper use • Students encouraged to develop positive sustainability behaviours. • Collaborative cross – faculty provision for some lectures Pedagogy The pedagogical approach supports opportunities for: • problem-solving • creative thinking • experiential learning	

- reflection
- interdisciplinary and holistic learning

Social / Economic

The module develops understanding of:

- planning and undertaking research, methodologies
- ethical issues, anonymity, informed consent, confidentiality

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015

A Wales of cohesive communities: Attractive, viable, safe and well-connected communities.

BIBLIOGRAPHY

Essential

- Callan, S. and Reed, M. (2011) *Work based research in the early years*. London: Sage.
- Dahlberg, G. and Moss, P. (2006) *Ethics and politics in early childhood education*. Abingdon: Routledge Falmer.
- Harcourt, D., Perry, B. and Waller, T. (Eds) (2011). *Researching young children's perspectives: debating the ethic and dilemmas of educational research with children*. Abingdon: Routledge Falmer.
- Newman, L. (2015) *Practitioner research in early childhood: International issues and perspectives*. London: SAGE Publications Ltd.
- Nolan, A., Macfarlane, K. and Cartmel, J. (2013) *Research in Early Childhood*. Sage: London.
- Palaologou, P. (2012) *Ethical Practice in Early Childhood*. London: Sage.

Recommended

- Bell, J. (2014) *Doing Your Research Project: a guide for first time researchers* (6th Ed). Buckingham: Open University Press.
- Cresswell, J. W. (2014) *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed). London: Pearson Education International
- Hopkins, D. (2014) *A Teacher's Guide to Classroom Research* (5th Ed). Buckingham: Open University Press.
- Koshy, V. (2009) *Action Research for Improving Educational Practice* (2nd Ed). London: Paul Chapman Publishing.
- Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners* (4th Ed). London: Sage Publications.
- McNiff, J. (2009) *You and Your Action Research Project* (3rd Ed). London: Routledge Falmer
- Muijs, D. (2011) *Doing Quantitative Research in Education, with SPSS* (2nd Ed). London: Sage.
- Walker, R. and Solavson, C. (2014) *Success with your Early Years Research Project*. London: Sage.
- Wilkinson, D. (2000) *The Researcher's Toolkit*. London: Routledge.

Background

Christensen, P. and James, A. (2008) *Research with Children: Perspectives and Practices* (2nd Ed). London: Falmer Press.

Cohen, L. and Manion, L. (2011) *Research Methods in Education* (7th Ed). London: Routledge.

MacNaughton, G., Rolfe, S. and Siraj-Blatchford, I. (2010) *Doing Early Childhood Research* (2nd Ed). London: Allen & Unwin.

Mukherji, P. and Albon, D. (2014) *Research Methods in Early Childhood* (2nd Ed). London: Sage Publications.

Roberts-Holmes, G. (2014) *Doing your Early Years Research Project* (3rd Ed). London: Sage.

Journals

Educational Research paper and online
National Foundation for Educational Research (author of above)
Welsh Journal of Education paper and online

Websites

BERA

Students will be directed to a range of additional e-books, research papers and websites during module delivery.

MODULE CODE: ECEY5002
TITLE: Safeguarding in the early years
DATED: 06/02/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X310

This applies to students studying the Early Years Practitioner Status programme: *The unit and numbers in italics, such as next to the assessment, are indicative of some of the links to the Level 5 Diploma in Leadership for Children's Care, Learning and Development (Advanced Practice) Wales and Northern Ireland and National Occupational Standards (NOS). These links are not intended to be comprehensive. Additional links may also be present.*

AIM(S)

- To ensure students have a thorough understanding of current practice and procedures in relation to safeguarding children and promoting their well-being.
- To empower students to be confident and professional in all aspects of well-being in relation to keeping children safe from harm.

LEARNING OUTCOMES

By the end of this module students should be able to:

- analyse in depth, ethical frameworks and how these relate to legislative frameworks and public policies and critically evaluate the links between well-being and safeguarding together with an analysis of the implications of the UN Convention on the Rights of the Child and recent Children Acts;
- demonstrate a deep understanding of the work of the Local Safeguarding Children Boards and the policies, practice and procedures in relation to multi-agency working and the All Wales Child Protection Procedures 2008;
- identify procedures and elements of good practice, through critical self-reflection, in relation to personal practice;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

The module will include:

- an analysis of key case studies in order to gain a deeper understanding of how specific cases have impacted on current legislation. This will provide students with opportunities to consider, in greater depth, the cultural, economic and social constructs of neglect and emotional abuse and its effect on children's well-being and sense of self;
- in depth analysis on current legislation and will focus in particular on key reports such as the Laming, Clywch and Bichard reports and the power imbalance between children and adults outlined in these seminal reports;
- an overview of the concept of children's rights which will focus on the UN Convention on the Rights of the Child and its impact as an underpinning

legislation relating to children in Wales and the UK. UNICEF reports will be considered in greater detail with students encouraged to analyse the concept of well-being in relation to poverty, discrimination, and access to services;

- in depth training in 'Safeguarding Children' and will provide students with a clear understanding of their personal responsibilities and current procedures in the workplace and beyond. Developing social and legal views of safeguarding children, together with current practice and procedures will also be studied.

LEARNING AND TEACHING STRATEGY

Students will be encouraged, through discussions during lectures, seminars and workshops supported by outside agencies, to share their views and to challenge the views of others in relation to sensitive issues based on safeguarding children.

The allocation of teaching to deliver this module is:

Activity type	Hours	Percentage
Scheduled learning	27	13%
Independent learning	113	67%
Placement learning	60	20%
TOTAL	200	100%

ASSESSMENT

This applies to students studying the Early Years Practitioner Status programme:

The following will be delivered and assessed during the module:

SCDHSC0044, Lead Practice that promotes the safeguarding of children and young people: K3, K5, K7, K9-10, K16, K18, K21, K25-26, K33-37, K39, K43, K54-56, K58-59; P1, P4, P6-7, P11, P15-16, P18-19, P34-5, P45.

SCDCCLD0412 Evaluate the environment for children and families: P17

Assessment Component – 100%

Practical Performance Project, consisting of a group discussion (30 minutes).

Exemplar:

Scenario/roleplay on a case conference, outlining current procedures in Wales.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to EDS?	YES
If yes please provide brief details (no more than 100 words); The module promotes an understanding of the current legislative framework, policies and procedures which promotes children's well-being and rights. Links to the Well-being of Future Generations (Wales) Act 2015 A more equal Wales: <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).</i>	

BIBLIOGRAPHY

Essential

- Alderson, P. (2001) *Young Children's Rights: Exploring Beliefs, Principles and Practice*. London: Jessica Kingsley Publications.
- Canllawiau Amddiffyn Plant Cymru Gyfan 2008/All Wales Child Protection Procedures 2008 on www.awcpp.org.uk.
- Clark, M. & Waller, T. (2007) *Early Childhood Education and Care: Policy and Practice*. London: Sage Publications.
- Dahlberg, G. & Moss, P. (2006) *Ethics and Politics in Early Childhood Education*, London: Routledge.
- Department of Education. (2013) *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children*. London: Shurville Publishing.
- Kehily, M.J. (ed) (2004) *An Introduction to Childhood Studies*. Maidenhead: Open University Press.
- Lindon, J. (2003) *Child Protection*. London: Hodder and Stoughton Educational.
- Lindon, J. (2012) *Safeguarding and Child Protection 0 – 8 years, (4th Ed): Linking Theory and Practice*. Oxon: Hodder Education.
- Miller, L., (2012) *Policy Issues in the Early Years*. London: Sage Publications.
- Moss, P. & Petrie, P. (2006) *From Children's Services to Children's spaces*. London: Routledge Falmer.
- Powell, J. & Uppal, E.L. (2012) *Safeguarding Babies and Young Children: A Guide to Early Years Professionals*. Maidenhead: Open University Press.
- Reid, J. & Burton, S. (2014) *Safeguarding and Protecting Children in the Early Years*. Oxon: Routledge Publishing.
- Save the Children. (2002) *It doesn't sort anything! A report on the views of children and young people about the use of corporal punishment*. London: Save the Children.
- Ward, H. (2012) *Safeguarding Babies and Very Young Children from Abuse and Neglect (Safeguarding Children Across Services)*. London: Jessica Kingsley Publishers.
- Wave, R. & Boulton, N. (2015) *Multi-Agency Safeguarding in a Public Protection World: A Handbook for Protecting Children and Vulnerable Adults*. Brighton: Pavilion Publishing.
- Wyness, M. (2006) *Childhood and Society: An Introduction to the Sociology of Childhood*. Basingstoke: Palgrave MacMillan.

Recommended

- Appleton, J.V. & Peckover, S. (2015) *Child Protection, Public Health and Nursing (Protecting Children and Young People)*. Edinburgh: Dunedin Academic Press.

Cameron, C., Moss, P. & Owen, C. (1999) *Men in the Nursery: gender and caring work*. London: Paul Chapman Publishing.

Farrell, A. (2005) *Ethical Research with Children*. Maidenhead: Open University Press.

Hirst, K. & Nutbrown, C. (2005) *Perspectives on Early Childhood Education: Contemporary Research*. Stoke on Trent: Trentham Books.

Hughes, L. & Owen, H. (eds) (2009) *Good Practice in Safeguarding Children: Working Effectively in Child Protection*. London: Jessica Kingsley Publishers.

Madge, N. (2001) *Understanding difference: the meaning of ethnicity for young lives*. London: National Children's Bureau.

McCarthy, T. (2015) *The Common-Sense Guide to Improving the Safeguarding of Children: Three Steps to Make a Real Difference*. London: Kingsley Publishers.

Pengelly, R. (2013) *What Every Manager Should Know about Safeguarding Children – A Handbook*. Guildford: Grosvenor House Publishing Ltd.

Penn, H. (2005) *Understanding Early Childhood, issues and controversies*. Buckingham: Open University Press.

Radford, L. (2012) *Rethinking Children, Violence and Safeguarding (New Childhoods)*. London: Continuum.

Welsh Assembly Government. (2003) *The Foundation Phase: 3 – 7 years*. Cardiff: WAG.

Websites

Care Council for Wales (2013) *The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)*
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/childrens-care-learning-and-development>

Care Council for Wales (2013) *The Health and Social Care (HSC) and Leadership and Management of Care Services (LMCS) National Occupational Standards (NOS)*.
<http://www.ccwales.org.uk/qualifications-and-nos-finder/n/health-and-social-care-and-leadership-and-management-of-care-service/>

www.actionforchildren.org.uk
www.awcpp.org.uk
www.ssiacymru.org.uk
www.childreninwales.org.uk
www.polisiplant.org.uk
www.childpolicy.org.uk
www.endcorporalpunishment.org
www.childrenareunbeatable.org.uk/
www.unicef.org/crc/
www.funkydragon.org/
www.legislation.gov.uk
www.childrensrightswales.org.uk
www.nspcc.org.uk
www.home-start.org.uk
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/104009-wag/flyingstart/?lang=en
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%205730>
<http://wales.gov.uk/cssiwsuite/newcssiw/?lang=en>
www.lscbcarmarthenshire.org.uk

EDUCATION STUDIES

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code		
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations :</i>	☒

	<i>Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code		
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐

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

MODULE CODE: ECES5006
TITLE: All Means All
DATED: 29/03/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic studies in Education

AIM(S)

- To understand the concept of inclusion and the nature of additional learning needs.
- To develop an understanding of the implications of additional learning needs (ALN) for society as a whole.

LEARNING OUTCOMES

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

- Analyse issues relating to good practice for inclusion.
- Recognise and show appreciation of the range of values attitudes and skills needed to live in a diverse society.
- Critically engage with issues of inclusion and diversity from a legislative, historical and contemporary perspective.
- Organise their knowledge and learning through use of a range of information resources, including ICT and present their work at the appropriate level.

INDICATIVE CONTENT

- An introduction to the principles of inclusive practice in educational settings, with a historical consideration of the development of inclusive practice including the Salamanca Statement (UNESCO 1994).
- A critical discussion regarding inclusive strategies, drawing on good practice guidelines from a range of sources including the Index for Inclusion.
- An introduction to the concept of inclusive learning environments, and the impact of the environment on inclusion, including a consideration of ICT.
- Issues related to inclusive education, access issues, supporting families and supporting individuals in achieving their rights in education.
- An overview of statutory and regulatory frameworks, a consideration of the concept of additional learning needs, and the impact of policy on practice.
- A consideration of the implications of living in a diverse society – values, attitudes and skills.
- A consideration of the importance of well-being and positive mental health.

LEARNING AND TEACHING STRATEGY

Lectures will introduce students to relevant concepts, principles and practices. Practical activities will be used to support the application, discussion, and critical evaluation of the concepts, principles and practices.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment Component 1 – 100%

Practitioner's Guide (4000 words)

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
If yes please provide brief details (no more than 100 words):	
Module makes learner aware of topics that relate to citizenship, inequality, social justice, ethics and wellbeing.	

BIBLIOGRAPHY

Essential

Booth, T. & Ainscow M. (2011) *Index for Inclusion: developing learning and participation in schools*. Bristol: CSIE.

Knowles, G. (2011) *Supporting Inclusive Practice*. Abingdon: David Fulton Publishers.

Wales: NAFW (2002) *The Special Educational Needs Code of Practice for Wales*. Cardiff: National Assembly for Wales also available online at

<http://learning.gov.wales/resources/collections/spld-framework?lang=en>

Wales: Welsh Government (2015) *Wellbeing of Future Generations Act (Wales) 2015*. Cardiff: HMSO. Available at <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

Recommended

Dukes, C. & Smith, M. (2007) *Working with Parents of Children with Special Educational Needs*. London: Paul Chapman Publishing.

Farrell, M. (2003) *Understanding special educational needs: a guide for student teachers*. London: Routledge Falmer.

Farrell, P. & Ainscow, M. (2002) *Making Special Education Inclusive*. London: David Fulton Publishers.

Frederickson, N. & Cline T, (2015) *Special educational needs, inclusion and diversity*. Maidenhead: Open University Press.

Mitchell, D. (2014) (2nd edition) *What really Works in Special and Inclusive Education: Using evidence based teaching strategies*. London and New York: Routledge.

Spooner, W. (2011) *The SEN handbook for trainee teachers, NQTs and teaching assistants*. London: Routledge.

Thomas, G. & Loxley, A. (2007) *Deconstructing Special Education and Constructing Inclusion*. Maidenhead: Open University Press.

Walton, A. & Goddard, G. (2012) *Supporting Every Child*. 2nd edition Exeter: Learning Matters.

Background

Wales: Department for Training and Education. (2002) *Handbook of good practice for children with special educational needs*. Cardiff: Welsh Assembly Government. Also available online at http://gov.wales/topics/educationandskills/publications/circulars/Handbook_Good_Practice_SEN?lang=en

Wales: Department for Education, Lifelong Learning and Skills. (2007) *Inclusion and Pupil Support*. Cardiff: Welsh Assembly Government. Also available online at <http://gov.wales/topics/educationandskills/publications/circulars/2463797/?lang=en>

Journals

British Journal of Special Education: online
Special!
Special Children
Support for Learning: online

Websites

<http://wales.gov.uk>
www.legislation.gov.uk/ukpga/1995/50/contents

Where possible learning resource material will be made available on-line.

MODULE CODE: M5X02165
TITLE: Culture, Identity & Education
DATED 28/04/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300: Academic Studies in Education

AIM(S)

- Explore educational identities in relation to knowledge, power, culture and social relations
- Evaluate historical and contemporary theoretical accounts of educational cultures, values and practices

LEARNING OUTCOMES

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

- Analyse different theoretical definitions of culture and identity
- Explore educational, sociological and cultural conceptions of self, identity and subjectivity
- Critically evaluate the ways in which theoretical explanations of identity can be used to evaluate educational processes, practices and institution
- Reflect on the formation and development of your own identity; evaluate which formed in and through your educational experiences

INDICATIVE CONTENT

- Critical exploration of what is identity and why is it important?
- What are the dimensions which make up our identities?
- Which contemporary theorizations of identity help to best explain educational identities?
- Essentialist and social constructionist accounts of identities
- Relations between psychic, social and cultural factors in the formation of educational identities
- Hybrid identities
- Theories of self, being, becoming, subjectivity and identity
- Youth cultures and educational identities
- Theories of individualization
- Gender, ethnicity, identity and knowledge
- The significance of language within and across cultures e.g. Wales and the significance of the Welsh language

LEARNING AND TEACHING STRATEGY

Lectures will introduce students to relevant concepts, principles and practices. Practical activities will be used to support the application, discussion, and critical evaluation of the concepts, principles and practices.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	30	15%

Independent learning	170	85%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Poster presentation (10 minutes)

Exemplar: Present a poster outlining the features of a particular culture, for example gang, youth, contemporary

Assessment Component 2 – 50%

Essay (2000 words)

Exemplar: Critically evaluate the factors that affect the formation of identity in early childhood and adolescence.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Global citizenship, environmental stewardship and future thinking. Evaluate the impacts and interconnections between the activities of different generations, demographic groups and cultures, recognising that there may be tensions and competing factors between them.	

BIBLIOGRAPHY

Essential Reading

Curtis, W and Pettigrew, A (2009) *Learning in Contemporary Culture*, Exeter, Learning Matters.

Ball, S. J. (ed) (2012) *Foucault and Education: Disciplines and Knowledge*, London, Routledge.

Hall, S. and du Gay, P. (1996) (eds) *Questions of Cultural Identity*, London, Sage.

Woodward, K. (2002) *Understanding Identity*, London, Arnold.

Recommended Reading

Ahmed, S. (2000) *Strange Encounters: Embodied Others and Post-Coloniality*, Edinburgh, Edinburgh University Press.

Beck, U. and Beck-Gernsheim, E. (2002) *Individualization: Institutionalized Individualism and its Social and Political Consequences*, London, Sage.

Brah, A., Hickman, M. and Mac an Ghail, M. (1999) *Thinking Identities: Ethnicities, Racism and Culture*, Basingstoke, Macmillan.

- Browning, G. (ed) (1999) *Understanding Contemporary Society: Theories of the Present*, London, Sage.
- Burkitt, I. (2008) *Social Selves: Theories of Self and Society*, London, Sage.
- Seidler, V. (2010) *Embodying Identities: Culture, Differences and Social Theory*, Bristol, The Policy Press.
- Usher, R. and Edwards, R. (1994) *Postmodernism and Education*, London, Routledge.
- Wales: Welsh Government (2015) *Wellbeing of Future Generations Act (Wales) 2015*. Cardiff: HMSO. Available at <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>
- Wales: Welsh Assembly Government (2015) *Successful Futures- The Donaldson Review*. HMSO: Cardiff. Available at <https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>
- Walkerdine, V. et al. (2001) *Growing Up Girl: Psychosocial Explorations of Gender and Class*, London, Palgrave.

Background Reading

Bauman, Z. (2001) *The Individualized Society*, Cambridge, Polity Press.

Journals

British Educational Research Journal
Gender and Education: online

Websites

www.infed.org.uk

MODULE CODE: M5X02166
TITLE: The Enquiring Mind
DATED: 28/04/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To develop a good knowledge and understanding of the principal features, aims, concepts and values of scientific and creative enquiry
- To build student's understanding of the variety of contexts in which scientific and creative learning take place and the range of different roles of participants in the learning process

LEARNING OUTCOMES

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

- Engage with and have a broad and balanced knowledge of the fundamental aims, concepts, values and contexts of scientific and creative enquiry and technological innovation
- Reflect upon the role and status of creativity within educational policy and practice from the early years through to higher education
- Recognise and reflect upon the cultural context of scientific and creative enquiry
- Organise their knowledge and learning through the use of a range of information sources, including ICT and present their work at the appropriate level

INDICATIVE CONTENT

- The 'rhetorics' of creativity
- The investigation and exploration of the concept of creativity. Towards a definition
- Exploring connections, similarities and differences between creative and other forms of learning
- Creativity, ESDGC and technological innovation
- Emerging technology – software and applications for the development and support of creative learning environments
- Establishing a context for the learner – discussion and analysis of various learning styles and the relationship to creativity

- Defining the role of creativity in relation to culture, the economy, society and the individual
- Exploring creative approaches and creative curriculum designs
- Examining scientific and creative play strategies

LEARNING AND TEACHING STRATEGY

Lectures will introduce students to relevant concepts, principles and practices. Practical activities will be used to support the application, discussion, and critical evaluation of the concepts, principles and practices.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Portfolio (2000 words)

Produce a portfolio that reflects upon 5 key concepts studied in the module and their significance for 21st century education

Assessment Component 2 – 50%

Academic poster (2000 words)

Create an academic poster that critically evaluates the classic and contemporary perspectives of creative approaches in education.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
If yes please provide brief details (no more than 100 words):	
<u>Knowledge and Understanding</u>	

Identify the importance of drawing upon scientific evidence and scholarly research in seeking to understand the environment and the impact of human activity upon it (How economic industries should consider ESGC in the future creation of innovative products – links to STEM education)

BIBLIOGRAPHY

Essential

Leimanis-Wyatt, M. (2010) *A Practical Step-by-step Guide to Setting up a Creative Learning Environment*, London: Routledge.
 Cropley, A.J. (2008) *Creativity in Education and Learning: a Guide for Teachers and Educators*. London: Kogan Page.
 McIntosh, P. and Warren, D. (2013) *Creativity in the Classroom: Case Studies*, Bristol: Intellect.

Recommended

Beetham, H., & Sharpe, R., (2007). *Rethinking Pedagogy for a Digital Age Designing and Delivering E-Learning*. London: Routledge.
 Creative Partnerships (2008) *Arts in Education and Creativity: a Review of the Literature*. London: Arts Council England.
 Connery, C., John-Steiner, V. and Marjanovic-Shane, A. (2012) *Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning Making, and the Arts*. New York: Peter Lang Publishing.
 NACCCE (1999) *All our Futures: Creativity, Culture and Education*. London: DFEE.
 Smith, D. (2013) *An Independent Report for the Welsh Government into Arts in Education in the Schools of Wales*. Available at:
<http://wales.gov.uk/topics/educationandskills/publications/wagreviews/arts-in-education-review/?lang=en>
 Moyles, J. (2010) *The Excellence of Play*, Berkshire: Open University Press.
 Throne, K. (2007) *Essential Creativity in the Classroom*, London: Routledge.

Background

Arthur, J. and Davies, I. (2010) (eds) *Education Studies Textbook*, Abingdon: Routledge.
 Bartlett, S. and Burton, D. (2012) *Introduction to Education Studies*, London: Sage.
 Wales: Welsh Assembly Government (2015) *Successful Futures- The Donaldson Review*. HMSO: Cardiff. Available at
<https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>

Journals

Cambridge Journal of Education
Journal of Artistic and Creative Education
International Journal of Innovation, Creativity and Change

Websites

<http://wales.gov.uk> (Welsh Government)
<http://www.creativitycultureeducation.org/creative-partnerships>

MODULE CODE: M5X02164
TITLE: Philosophy of Education
DATED: 28/04/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- Introduce students to the contributions of significant philosophers to our understanding of education
- Consider the relationship between philosophical ways of thinking and the way we perceive education, learning and teaching today

LEARNING OUTCOMES

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

- Outline and reflect on philosophical concepts and their value to educational theory and practice (e.g. freedom, knowledge, truth, morality, democracy, power, justice)
- Outline and critically evaluate philosophical perspectives on the nature of education and educational methods
- Present original philosophical thinking on an aspect of education in a variety of manners
- To organise their knowledge and learning through the use of a range of information sources, including ICT and present their work at the appropriate level

INDICATIVE CONTENT

- What is education? A philosophic perspective
- Socratic education
- The scholastics – religion and education
- Rationality and reason (Descartes, Spinoza and Leibniz)
- Empiricism (Locke, Berkeley and Hume)
- Education and the Enlightenment

- Romanticist views of education
- Philosophy of education in the twentieth century
- Knowledge, indoctrination and uncertainty
- Teaching and the complex role of the teacher
- Freedom and authority (freewill, determinism and self-determinism)
- Education and morality – utilitarianism and rights

LEARNING AND TEACHING STRATEGY

Lectures will introduce students to relevant concepts, principles and practices. Practical activities will be used to support the application, discussion, and critical evaluation of the concepts, principles and practices.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 25%

Group presentation (8 minutes per student)

Exemplar – In groups of four discuss the contribution of a particular philosopher to our understanding of education.

Assessment Component 2 – 75%

Essay (3000 words)

Exemplar – Critically discuss the extent to which schools should teach children to become moral?

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
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If yes please provide brief details (no more than 100 words): Students will be introduced to a variety of philosophical perspectives on the nature and extent of education for sustainable development.	

BIBLIOGRAPHY

Essential

Bailey, R. (2010) *The Philosophy of Education: An Introduction*. London: Continuum.
 Flanagan, F. (2006) *The Greatest Educators...Ever!* London: Continuum.
 Pring, R. (2005) *Philosophy of Education*. London:-Continuum.

Recommended

Bailey, R. et al (eds) (2013) *The Sage Handbook of Philosophy of Education*. London: Sage.
 Barrow, R. (2009) *Plato, Utilitarianism and Education*. London: Routledge and Keegan Paul.
 Buzzelli, C. and Johnston, B. (2002) *The Moral Dimensions of Teaching: Language, Power, and Culture* London: Routledge Falmer.
 Curren, R. (eds) (2003) *A Companion to the Philosophy of Education*. Oxford: Blackwell.
 Haydon, G. (2006) *Education, Philosophy and the Ethical Environment*. London: Routledge.
 Kohli, W. (1995) *Critical Conversations in Philosophy of Education*. London: Routledge.
 Irwin, J. (2012) *Paulo Freire's Philosophy of Education: Origins, Developments, Impacts and Legacies*. London: Continuum.
 McClellan, J. (1998) *Philosophy of Education*. USA: Prentice-Hall.

Background

Barnes, J. (1982) *Aristotle*. Oxford: Oxford University Press.
 Curren, R. (eds) (2007) *Philosophy of Education: An Anthology*. Oxford: Blackwell.

Journals

Journal of Philosophy of Education
Studies in Philosophy and Education Inquiry
Journal of Moral Education
British Journal of Educational Studies
Educational Philosophy and Theory

Websites

<http://www.educationindex.com/phil/>
<http://www.infed.org>

MODULE CODE: ECES5002
TITLE: Supporting & Developing Learners
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To explore and understand current legislation concerning learners with additional needs.
- To examine ways in which professionals and specialists work with pupils with additional educational needs.

LEARNING OUTCOMES

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

- Review recent legislation, guidance and policies on additional learning needs, social and educational inclusion.
- Gain knowledge of some areas of additional needs such as children in care as well as physical, sensory and dyslexia related needs.
- Explore approaches to supporting diverse learners within educational settings.

INDICATIVE CONTENT

- Supporting learners with additional learning needs and the role of professionals
- The role of assistive technology
- The caring professional and supporting the emotional wellbeing of learners with additional needs
- Definitions and models of disability
- Culture and the role of the media
- Key debates in disability studies
- Chronic illness and sociological perspectives on disability
- Social care and the support of vulnerable children

- Learning difficulties, dyscalculia, dyslexia, dysgraphia
- Physical disabilities and supportive environments
- New directions within additional learning needs
- Person centered practice

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Group Presentation (10 mins per group member)

Exemplar

Prepare and present a training workshop on best practice for inclusivity in relation to the assigned 'additional need'.

Assessment Component 2 – 50%

Essay (2000 words)

Exemplar

Critically review relevant literature and current policy relating to the additional need engaged with for assessment 1.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	
	No

If yes please provide brief details (no more than 100 words):	

READING LIST

Module Code	ECES5002	
Module Title	Supporting & Developing Learners	
Classification	Reading List entry	Electronic*
Essential	Fredrickson, N & Cline, C. (2015) <i>Special Educational Needs Inclusion & Diversity, 3rd edition</i> . Buckingham: OUP.	☐
Essential	Hodkinson, A. (2015) <i>Key Issues in Special Educational Needs and Inclusion</i> . London: Sage.	☐
Essential	Knowles, G. (2011) <i>Supporting Inclusive Practice</i> , London: Routledge.	☐
Further	Ekins, A. (2015) <i>The Changing Face of Special Educational Needs</i> . London: Routledge.	☐
Further	Frederickson, N. (2015) <i>Special Educational Needs, Inclusion And Diversity</i> . Buckingham: OUP	☐
Further	Peer, L. (2016) <i>Special Educational Needs</i> . London: Sage	☐
Further	Sonnet, H. (2009) <i>Positive Intervention for Children who Struggle at School</i> . London: Routledge.	☐
Further	Tutt, R. (2015) <i>The Send Code of Practice 0-25 Years: Policy, Provision and Practice</i> . London: Sage.	☐
Further	Warnock, M. (2010) <i>Special Educational Needs: A New Look</i> . London: Continuum.	☐
Further	Wearmouth, J. (2015) <i>Special Educational Needs and Disability: The Basics</i> . London: Routledge.	☐
Further	British Journal of Special Education	☒
Further	Child Development	☒
Further	Special Children	☒
Further	Support for Learning	☒
Further	<i>Education Source</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Newsbank</i>	☒

MODULE CODE: ECES5001
TITLE: Comparative Education
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: X300

AIM(S)

- To develop understanding of the history of comparative education as a field of study.
- To study the work of key organisations and agencies concerned with educational planning, research and development, such as UNESCO, OECD and the Council of Europe.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the nature and purpose of comparative education.
- Be conversant with a range of frameworks and methods that can be used to make comparisons in education.
- Demonstrate awareness of the impact of cultural, social and political change on the nature and practices of education.

INDICATIVE CONTENT

- Comparative and international education: definitions and uses
- How do you do comparative education research?
- Key comparativists and their methodological approaches
- Education in the US – transatlantic comparisons
- Education in Canada – multiculturalism, inclusion and diversity
- Education in Latin America – education policies and reform strategies
- The role of key education organisations and agencies

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Case study (2000 words)

Exemplar:

Compile and present a portfolio of information on one country or region's education system.

Assessment Component 2 – 50%

Essay (2000 words)

Exemplar:

Compare and contrast an aspect of education in two different countries, regions or contexts

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Sustainable communities and global considerations. Sustainable economic development.	

READING LIST

Module Code	ECES5001	
Module Title	Comparative Education	
Classification	Reading List entry	Electronic*
Essential	Bignold, W. & Gayton, L. (2010) <i>Global Issues and Comparative Education (Perspectives in Education Studies Series)</i> . Exeter: Learning Matters.	☒

Essential	Phillips, D & Schwiesfurth, M. (2014) <i>Comparative and International Education: An Introduction to Theory, Method, and Practice</i> . Bloomsbury: London.	☐
Essential	Harber, C. (2014) <i>Education and International Development: theory, practice and issues</i> . Symposium Books: Oxford.	☐
Further	Bourn, D. (2014) <i>The Theory and Practice of Development Education: A pedagogy for global social justice</i> . London: Routledge.	☐
Further	Lauder, H. (2006) <i>Education, Globalization, and Social Change</i> . Oxford: OUP.	☐
Further	Marshall, J. (2014) <i>Introduction to Comparative and International Education</i> . London: Sage.	☐
Further	McCloskey, S. (2014) <i>Development Education in Policy and Practice</i> . London: Palgrave Macmillan	☐
Further	McCowan, T. (2015) <i>Education and International Development</i> . London: Bloomsbury.	☐
Further	Novelli, M. (eds) (2012) <i>Global Education Policy and International Development: New Agendas, Issues and Policies</i> . London: Bloomsbury.	☐
Further	Peterson, A. (2014) <i>Global Learning and Education</i> . London: Routledge.	☐
Further	<i>Comparative and International Education</i>	☒
Further	<i>Journal of Studies in International Education</i>	☒
Further	<i>Journal of Research in International Education</i>	☒
Further	<i>Education Futures</i>	☒
Further	<i>Education Source</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Newsbank</i>	☒

MODULE CODE: ECES5010
TITLE: Bilingualism
DATED: 29/03/2019

LEVEL: 5
CREDITS: 20

JACS CODE: X320 Academic studies in Primary Education

AIM(S)

- To understand the importance of bilingualism in Wales, and from an international perspective.

LEARNING OUTCOMES

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

- Evaluate the historical background to bilingualism from a Welsh perspective.
- Evaluate the importance of positive attitudes towards bilingualism, the importance of providing Welsh language experiences for children and young people in Wales and the importance of bilingualism for sustainable communities.
- Speak, read and write and work with ICT through the medium of Welsh with increased confidence.
- Organise their knowledge and learning through the use of a range of information resources, including ICT and present their work at the appropriate level.

INDICATIVE CONTENT

- An introduction to the theories and history of bilingualism.
- An overview of the research literature relating to the benefits of bilingualism.
- An overview of current policy frameworks and legislation relevant to bilingualism in Wales including the Wellbeing of Future Generations (Wales) Act 2015.
- A consideration of ways in which the Curriculum Cymreig can be implemented in educational settings.
- An opportunity to take part in bilingual skill development and application.

LEARNING AND TEACHING STRATEGY

Lectures will introduce students to relevant concepts, principles and practices. Practical activities will be used to support the application, discussion, and critical evaluation of the concepts, principles and practices.

Allocation of teaching hours to deliver the module are:

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

ASSESSMENT

Assessment Component 1 – 100%

3 Individual Seminars Presentations – 5 minutes each

- a) Academic
- b) Language skills
- c) Resource presentation

Assessment Summary

Activity type	Percentage
Written	
Coursework	
Practical	100%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	<u>Yes</u>
	No
If yes please provide brief details (no more than 100 words): Global citizenship, environmental stewardship and future thinking. Evaluate the impacts and interconnections between the activities of different generations, demographic groups and cultures, recognising that there may be tensions and competing factors between them.	

BIBLIOGRAPHY

Essential

Baker, C. (2008) *A Parents and Teachers Guide to Bilingualism*, 4th edition Clevedon: Multilingual Matters.

ACCAC. (2003) *Developing the Curriculum Cymreig*. Cardiff: ACCAC. Available online at <http://learning.gov.wales/resources/browse-all/developing-the-curriculum-cymreig/?lang=en>

Recommended

Cunningham-Andersson, U. and Andersson, S. (2004) *Growing Up with Two Languages: A Practical Guide*, London: Routledge.
Welsh Assembly Government. (2003) *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG.
Wales: Welsh Assembly Government (2015) *Successful Futures- The Donaldson Review*. HMSO: Cardiff. Available at <https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>

Background

Barron-Hauwaert, S. (2004) *Language Strategies for Bilingual Families: The One-Parent- One-Language Approach*. Clevedon: Multilingual Matters.
Clarke, P. and Siraj-Blatchford, I. (2000) *Supporting Identity, Diversity and Language in the Early Years*. Buckingham: Open University Press.
De Houwer, A. (2009). *An Introduction to Bilingual Development*. Bristol: Multilingual Matters.
Harding-Esch, E. and Riley, P. (2003) *The Bilingual Family. A Handbook for Parents*. 2nd ed. Cambridge: Cambridge University Press.
Wales: Welsh Assembly Government. (2008) *The Foundation Phase: Framework for Children's Learning for 3 - 7 year olds in Wales*. Cardiff: WAG. Available online at <http://learning.gov.wales/resources/collections/foundation-phase?lang=en>
Wales: Welsh Government (2015) *Wellbeing of Future Generations Act (Wales) 2015*. Cardiff: HMSO. Available at <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

Websites

Acen <http://www.acen.co.uk/en.html>
BBC <http://www.bbc.co.uk/cymru/dysgu/>
Boca Beth <http://www.bocabeth.com/>
Books from wales online <http://www.gwales.com/intro/>
Canolfan Peniarth
<http://www.canolfanpeniarth.org/siop/index.php?route=common/home>
www.canolfanpeniarth.org
Canolfannau Iaith www.pgfl.org.uk/portal/ptr/wlu/Website/canolfannau-iaith/index.html
Gomer Press www.gomer.co.uk/
Twf www.twfcymru.com/splash?orig=/
Welsh Government's Welsh Language Strategy 2012-2017: A Living Language; A Language for Living
www.wales.gov.uk/docs/dcells/publications/122902wls201217en.pdf

Where possible, bilingual learning resource material will be made available on-line.

INCLUSIVE EDUCATION

Foundation Degree in Inclusive Education

MODULE CODE: SJIE5001
TITLE: Numbers Count
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To improve understanding of the political and social context of developing numeracy skills.
- To explore own role in enhancing learning and achievement in order to raise levels of numeracy.

LEARNING OUTCOMES

By the end of this module students should be able to:

- Critically analyse theoretical perspectives and key trends in the development of numeracy strategies across all phases of the education system
- Critically evaluate the links between numeracy and other curriculum areas including thinking creatively
- Critically examine the rationale behind monitoring and assessing numeracy including use of formative and summative assessment
- Organise their knowledge and learning through the use of a range of information resources and present their work at an appropriate level.

CONTENT

- Explore the background to acquiring mathematical concepts including the importance of real-life experiences for learning as identified in research e.g. the National Curriculum (1988) and the Literacy and Numeracy Framework (2013)
- A discussion of the political and social background to current approaches in raising standards of numeracy. The influence of PISA results and the Donaldson Review, *Successful Futures*, (2015) will be explored.
- An overview of a range of numeracy strategies and resources used within the learning environment to support learners with ALN..

- Discussion and evaluation of phase-specific and other approaches such as Foundation Phase and thematic teaching and their potential for supporting cross-curricular learning.
- Analysis of assessment techniques including the role of AfL in raising achievement.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts and arguments relating to the module issues. The assessment will allow the student to demonstrate the link between their learning and their work-based practice. Seminars will give opportunity for discussion and debate and tutorials will support individuals in preparing for assessment.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 - 70%

Assignment (3000 words)

For example:

Based on practice within your own workplace/ school setting evaluate how current initiatives support the development of numeracy across the curriculum for a specific age group.

Assessment Component 2 - 30%

Resource pack and seminar (10 minutes)

Prepare an A4 resource pack to support a learner or a small group of learners who experience barriers to learning in numeracy. Present a critical evaluation of your pack including examples of monitoring and assessing learning and achievement.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Development of sustainable skills for using and understanding numeracy in everyday contexts.	

BIBLIOGRAPHY

Essential

- Compton, A., Fielding, H. & Scott, M. (2007) *Supporting Numeracy: A Guide for School Support Staff*. London: Sage.
- Donaldson, G. (2015) *Successful Futures*. Available at <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>
- Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales. Available at <http://learning.gov.wales/docs/learningwales/publications/130424-framework-for-childrens-learning-en.pdf>
- Haylock, D. (2010) *Mathematics Explained for Primary Teachers*, London: Paul Chapman.
- National Curriculum (2013). Available at <http://learning.gov.wales/resources/improvementareas/curriculum/programmes-of-study/?lang=en>
- Welsh Assembly Government. (2005) *Words Talk – Numbers Count*. Cardiff: Welsh Assembly Government.
- Welsh Government (2013) *National Literacy and Numeracy Framework*. Welsh Government: <http://learningwales.gov.uk/resources/nlnf>

Recommended

- Carruthers, E. (2006) *Children's Mathematics Making Marks Making Meaning*. 2nd edn. London: Paul Chapman Publishing.
- Connor, K. (2000) *Mini Maths 1*, Beam Education.
- Cook, H. (2007) *Mathematics for Primary and Early Years*. 2ndedn. London: Sage Publications.
- Hansen, A. (ed) (2014) *Children's Errors in Mathematics* www.learningmatters.co.uk.
- Koshy, V. & Murray, J. (2002) *Unlocking Numeracy*. London: David Fulton Publishers.
- Sutherland, R. (2007) *Teaching for Learning Mathematics*. Maidenhead: Open University Press.

Websites

- Bitesize Maths- <http://www.bbc.co.uk/bitesize/ks1/maths/>
- Bitesize Maths- <http://www.bbc.co.uk/bitesize/ks2/maths/>
- Cymru Dysgu- <http://www.bbc.co.uk/cymru/clic-clic/>
- <https://estyn.gov.wales>

<http://www.estyn.llyw.cymru/language>
Ict games- <http://www.ictgames.com/resources.html>
Learning Wales - <http://learning.wales.gov.uk>
Math playground- <http://www.mathplayground.com/>
Nrichmaths-<http://nrich.maths.org.uk/>
Rainforest maths - <http://www.rainforestmaths.com/>

Students will be directed to a range of additional websites during the module delivery

Relevant websites, bilingual where possible, will be signposted throughout the course of the module.

MODULE CODE: SJIE5002
TITLE: Literacy – a key to learning
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To develop understanding of language and literacy development and to explore the various strands of literacy and their impact on learning and development.
- To consider various approaches to supporting the development of literacy skills.

LEARNING OUTCOMES

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

- Critically evaluate key theories that underpin language development;
- Critically analyse the links between poor oracy skills and the development of reading, writing and cognition;
- Use and evaluate effective strategies and approaches to support and engage learners with poor literacy skills;
- Organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

INDICATIVE CONTENT

- Explore the concept of language and cognition and key theories that underpin child and language development, e.g. the work of Piaget, Vygotsky, Chomsky and Palmer.
- Develop an understanding of the various strands of language and literacy as outlined in statutory curriculum documentation and the importance of a cross-curricular approach to learning.
- A focus on the importance of developing talk and oracy skills as a basis for all other language learning, including the development of language in bilingual and multilingual homes and schools.

- Explore a range of resources to support language development including intervention programmes and the use of ICT.

LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	120	60%
Placement learning	20	10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Video presentation (10 minutes).

Exemplar

Prepare a video demonstrating how you would present a story to a group of children or young people of a specific age group and include an introduction to a follow-up activity.

N.B Props can be used but no children or young people should be included in the video for ethical reasons.

Assessment Component 2 – 50%

Accompanying reflective commentary (2000 words).

Exemplar

Based on theoretical evidence, evaluate and reflect on your personal contribution to developing the literacy skills of children/young people within your video presentation.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	
	Yes
If yes please provide brief details (no more than 100 words):	
The development of literacy skills is a life skill. It will impact on the learner themselves and be a means of ensuring that the learner becomes a positive role model in their use of literacy skills (oracy, reading, writing).	

BIBLIOGRAPHY

Essential

National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130415-Inf-guidance-en.pdf>)

Curriculum planning guidance available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidanceen.pdf>

Donaldson, G. (2015) *Successful Futures*. Crown copyright. Available at: <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

Gross, J. (2013) *Time to Talk: Implementing outstanding practice in speech, language and communication*. Oxon: Routledge.

Lewis, M. and Ellis, S. (2006) *Phonics: Practice, Research and Policy*. Paul Chapman Publishing

Palmer, S. and Corbett, P. (2004) *Literacy, What Works?* Cheltenham: Nelson Thornes.

Walton, A. and Goddard, G. (2012) *Supporting Every Child*. (2nd edn) Exeter: Learning Matters Ltd.

Recommended

Canolfan Peniarth, UWTSO Adnoddau Iaith (Am y Cyfnod Sylfaen; Cyfnod Allweddol 2,3, a 4; Hyfforddiant DPP). Carmarthen: Canolfan Peniarth

Corbett, P. (2007) *Speak out! Ages 9-11. Great Ideas for Speaking and Listening Activities*. London: A&C Black.

Goodwin, P. (2010) *The Literate Classroom*. London: David Fulton.

Newcombe, L.P. (2007) *Social Context and Fluency in L2 Learners: The Case of Wales (New Perspectives on Language and Education)*. Bristol: Multilingual Matters Ltd.

Wyse, D., Jones, R., Bradford, H. & Wolpert, M. (2013) *Teaching English, Language and Literacy*. (3rd ed.) London: Routledge Falmer.

Background

Cremin, T. (2009) *Teaching English Creatively (Primary Teaching Guides)*. Oxon: Routledge.

Dawes, L. (2011) *Creating a Speaking and Listening Classroom: Integrating Talk for Learning at Key Stage 2*. Oxon: Routledge.

Grugeon, E., Dawes, L., Smith, C. and Hubbard L. (2005) *Teaching Speaking and Listening in the Primary Classroom*. 3rd edn. London: David Fulton Publishers.

Journals

Journal of Early Childhood Literacy

Language Learning

Language, Culture and Curriculum

Language [e-journal]

TES

The Primary English Magazine

Websites

<https://estyn.gov.wales>

<http://www.estyn.llyw.cymru/language>

Learning Wales: <http://learningwales.gov.uk/resources/nlnf>
Literacy Trust - www.literacytrust.org.uk

Students will be directed to a range of additional websites, bilingual where possible, during the module delivery

MODULE CODE: SJIE5003
TITLE: Social Inclusion in Practice
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: L310 Applied Sociology

AIM(S)

- To gain an understanding of the origins and contested meanings of inclusion.
- To consider the impact of the concept of inclusion on educational policy and practice

LEARNING OUTCOMES

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

- Identify the origins and meaning of social inclusion and the philosophies and concepts that underpin it;
- Evaluate the impact of the concept of inclusion on educational provision and practice within Wales and the other nations of the UK;
- Critically reflect on the implementation of policy and practice in your setting as a complex and challenging process;
- Organise their knowledge and learning through use of a range of information resources, and present work appropriately.

INDICATIVE CONTENT

- An exploration of the origins of the terms social inclusion and social exclusion, and an overview of the concepts of equality, social justice and sustainability. A comparison of terms such as needs, wants and rights.
- An identification of factors that lead to groups and individuals within society and education being 'at risk' of exclusion. A broad study drawing on the social context for learning, for example, social deprivation data.
- An overview of relevant policy within Wales and the UK and guidance for practice within an evolving legislative framework. An acknowledgment of the role of education as a strategy in the construction of a sustainable inclusive society.
- An illustration of the conceptual framework by reference to case studies, guidance documents, thematic reports and published evaluations.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 60%

Assignment (2,500 words)

Exemplar

Analyse the concept of social inclusion and identify the role of education in breaking the cycle of disadvantage. Draw on examples from your own setting. (N.B. Confidentiality must be ensured)

Assessment Component 2 – 40%

Individual Seminar Presentation (10 minutes)

Exemplar

Identify factors that can lead to groups and individuals within society and education being 'at risk' of exclusion.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Sustainable Literacy Skills be able to solve or ameliorate real life problems through employing holistic approaches, as appropriate to the issue;	

- be able to think creatively, holistically, and systemically and make critical judgments on issues;
- be able to develop self-reflection at a personal and professional level;
- be able to apply theory to practice and vice versa

BIBLIOGRAPHY

Essential

Pierson, J. (2009) Tackling Social Exclusion. London: Routledge.
 Thompson, N. (2011) Promoting Equality: Working with Diversity and Difference, Basingstoke: Palgrave Macmillan
 Walton, A. and Goddard, G. (2012) Supporting Every Child, London: Learning Matters

Recommended

Alcock, A., May, M and Wright, S. (2012) The Student's Companion to Social Policy, Chichester: Wiley-Blackwell
 Abrams, D., Hogg, M. A. and Marques, J. M. (eds.) (2005) The Social Psychology of Inclusion and Exclusion. New York and Hove: Psychology Press.
 Barham, L. and Irving, E. (eds.) (2011) Constructing the Future: Diversity, Inclusion and Social Justice. London: Institute of Career Guidance
 Blakemore, K. and Griggs, E. (2013) Social Policy: An Introduction (4th ed), Maidenhead: Open University Press
 Byrne, D. (2005) Social Exclusion, Buckingham: Open University Press.
 Cornwall, J. and Graham-Matheson, L. (2012) Leading on Inclusion: Dilemma, debates and new perspectives, Abingdon: Routledge
 Griffin, S. (2008) Inclusion, Diversity and Equality in Working with Children. Harlow: Pearson Education
 Hill, M. and Irving, Z. (2009) Understanding Social Policy. (8th edn) Oxford: Wiley-Blackwell
 Jackson, S. (2010) Education for Social Inclusion: Can we change the future for children in care? University of London: Institute of Education
 Rix, J., Nind, M., Sheehy, K., Simmons, K. and Walsh, C. (eds.) (2011) Equality, Participation and Inclusion 1: Diverse Perspectives. Abingdon: Routledge
 Rix, J., Nind, M., Sheehy, K., Simmons, K. Parry, J and Kumrai, R. (eds.) (2011) Equality, Participation and Inclusion 2: Diverse Contexts, Abingdon: Routledge
 Thaket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M. and Barter-Godfrey, S. (eds.) (2009) Theorising Social Exclusion. London: Routledge
 Tisdall, E.K.M. Davis, Hill, M. and Prout, A. (2006) Children, Young People and Social Inclusion, Bristol: The Policy Press
 Williams, C. (ed) (2011) Social Policy for Social Welfare Practice in a Devolved Wales. Birmingham: BASW
 Whitney, B. (2007) Social Inclusion in Schools: Improving Outcomes, Raising Standards, Abingdon: David Fulton
 Wales: Department for Children, Education, Lifelong Learning and Skills, (2008) School Effectiveness Framework: Building effective learning communities together, Cardiff: Welsh Assembly Government

Journals

Education, Citizenship and Social Justice
 Journal of Poverty and Social Justice
 Sociological
 Support for Learning

Websites

Learning Wales www.learning.gov.wales

Students will be directed to a range of appropriate websites, bilingual where possible, during the module delivery.

MODULE CODE: SJIE5004
TITLE: Celebrating Language and Culture- Belonging to Wales
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To raise awareness and understanding of key aspects of Welsh history, language and culture
- To recognise the content and significance of the Curriculum Cymreig.

LEARNING OUTCOMES

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

- Critically analyse the significance of the concepts of identity and belonging
- Critically evaluate some key events in Welsh history and the role of the Welsh language in that history
- Critically reflect on the diversity of the language, geography and population in Wales
- Organise their knowledge and learning through the use of a range of information resources and present their work at an appropriate level.

INDICATIVE CONTENT

- An exploration of what it means to be Welsh in the 21st century, including language and culture and how this has developed historically. Barriers presented by this will also be explored.
- An overview of key events in history that have shaped Wales as a nation
- The role of the Welsh language in education
- An opportunity for students to engage in a study of local history

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts and arguments relating to the module issues. Seminars will give opportunity for discussion and debate and tutorials will support individuals in preparing for assessment.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 - 60%

Portfolio of activities (2500 words)

Exemplar:

Prepare a portfolio of activities that promote cultural, historical and geographical features of your local area.

The portfolio should include:

1. A rationale of your choice
2. An overview of the chosen activities
3. An evaluation of the activities

Assessment Component 2 - 40%

Individual seminar presentation: 10 minutes

Exemplar

Critically explore an historical event that has significantly impacted on the language of education in Wales.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Developing knowledge and understanding of the geography of Wales and the need for effective ESD to secure and underpin the future of the country.	

BIBLIOGRAPHY

Essential

Curriculum planning guidance. Available at <http://learningwales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidanceen.pdf>

Donaldson, G. (2015) *Successful Futures* Crown Copyright. Available at <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

Dysgu Cymru Y Cwricwlwm Cymreig, hanes a stori Cymru
<http://learning.gov.wales/docs/learningwales/news/130424-cwricwlwm-cymreig-report-cy.pdf>

Jones, G.E. and Roderick, G. (2003) *History of Education in Wales*. Caerdydd: Gwasg Prifysgol Cymru.

Learning Wales The Cwricwlwm Cymreig, history and the story of Wales
<http://learning.gov.wales/docs/learningwales/news/130424-cwricwlwm-cymreig-report-en.pdf>

Morgan, G. (2008) *A Brief History of Wales*. Talybont: Y Lolfa

Recommended

Davies, J. (2014) *The Welsh Language.(A History)* Caerdydd: Gwasg Prifysgol Cymru

Background

Bowen, N.V. (2011) *A New History of Wales*. Llandysul: Gwasg Gomer

Wakelin, A.P. (ed.) (2008) *Hidden Histories: Discovering the Heritage of Wales*. Royal Commission of the Ancient and Historical Monuments of Wales

Journals

The Welsh Journal of Education

Websites

Learning Wales

Additional Material

Students will be directed towards current publications as they become available and towards appropriate electronic resources.

Relevant websites, bilingual where possible, will be signposted throughout the course of the module.

MODULE CODE: SJIE5005
TITLE: Children and Young People's Mental Health and Wellbeing
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X360 Academic Studies in Specialist Education

AIM(S)

- To enable students to gain an understanding of children and young people's mental health and its importance to their wellbeing.
- To introduce students to a range of strategies and interventions used to improve children's mental health.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the mental health issues children face;
- demonstrate a critical awareness of the importance of children's poor mental health and its impact on their well-being, home- and school-life;
- identify appropriate treatments and interventions to improve mental health and wellbeing in children;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- An introduction to the diversity of mental health issues children face, e.g. depression, ADHD and Autism.
- An exploration of the challenges experienced by those with mental health issues e.g. the effect on academic achievement and relationships.
- An introduction to the role of the professional in improving mental health and wellbeing in children e.g. educational psychologists, therapists, counsellors and medical treatments.
- An overview of the ways to raise awareness and improve mental health and wellbeing in children.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	120	60%
Placement learning	20	10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 60%

Assignment (2500 words)

Exemplar

Critically analyse some of the mental health and well-being issues children and young people face. Discuss how these issues affect their well-being, home and school life.

Assessment Component 2 – 40%

Promotional Campaign (12 minutes)

Exemplar

Incorporating one of the issues studied in this module, the promotional campaign will aim to promote awareness of and develop strategies to support children with poor mental health.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Understanding the root cause of children's mental health and well-being is essential. This module explores a range of issues faced by children in today's society. Working with students who have an invested interest in a child's well-being can only help to ensure that children thrive in their environment, in the hope to sustain future generations as healthy, resilient and balanced adults.	

BIBLIOGRAPHY

Essential

- Claveirole, A. and Gaughan, M. (2010) *Understanding Children and Young People's Mental Health*, London: Wiley-Blackwell.
- Collins, J. and Foley, P. (2008) *Promoting Children's Well-being: Policy and Practice (Working Together for Children)*, London: Policy Press.
- Corcoran, J. (2010). *Mental health treatment for children and adolescents*. Oxford University Press.
- Dogra, N. (2008) *A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals*, (2nd Edition) Jessica Kingsley Publishers Ltd.
- Zeanah Jr. C, H. (2012) *Handbook of Infant Mental Health*, (3rd Edition), Guilford Press

Recommended

- Attwood, T. (2008) *The Complete Guide to Asperger's Syndrome*. Jessica Kingsley
- Bradshaw, J. (2016) *The Well-Being of Children in the UK* (4th Edition), London: Policy Press.
- Ghaziuddin, M. (2005) *Mental Health Aspects of Autism and Asperger Syndrome*. Jessica Kingsley
- McAuley, C., Pecora, P.J. and Rose, R. (2006) *Enhancing the Well-being of Children and Families Through Effective Interventions: International Evidence for Practice*, London: Jessica Kingsley.
- McAuley, C. and Reose, W. (2010) *Child Well-being: Understanding Children's Lives*, London: Jessica Kingsley Publishers.
- Riley, J., Wragg, T. and Burrell, A. (2007) *Promoting Children's Well-being*, London: Network Continuum Education.
- Timimi, S., Bentall, R. and Sanders, P. (2009) *A Straight-talking Introduction to Children's Mental Health Problems*, London: PCCS Books.
- Underdown, A. (2006) *Young Children's Health and Well-being*, Buckingham: Open University Press.

Background

- Baginsky, M. (2008). *Safeguarding children and schools*. Jessica Kingsley Publishers.
- Haugaard, J. J. (2008) *Child Psychopathology*. McGraw-Hill Higher Education
- Huberty, T. J. (2012). *Anxiety and depression in children and adolescents: Assessment, intervention, and prevention*. Springer Science & Business Media.
- Thompson, M., Hooper, C., Laver-Bradbury, C. and Gale, C. (2012) *Child and Adolescent Mental Health: Theory and Practice*, (2nd Edition): Hodder Arnold.

Journals

Websites

During the course of the module, students will also be advised of related papers, texts and Websites, bilingual where possible.

MODULE CODE: SJIE5006
TITLE: Keeping Our Children Safe
DATED: 17/03/2016

LEVEL: 5
CREDITS: 20

JACS CODE: X300 Academic Studies in Education

AIM(S)

- To develop students' knowledge and understanding of child protection procedures
- To enable students to develop an understanding of strategies and procedures that promote the welfare of children and young people in a variety of contexts

LEARNING OUTCOMES

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

- Show a secure knowledge of child protection procedures
- Demonstrate a critical understanding of current and future developments in the context of child protection including internet safety.
- Consider critically models and strategies to promote the welfare of children and young people in the context of policy and practice in education, child care, family support and relevant issues
- Organise their knowledge and learning through the use of a range of information resources and present their work at an appropriate level.

INDICATIVE CONTENT

- The background of child protection with a focus on legislative developments and guidelines on protecting children and young people
- Essential safeguarding measures, including e-safety and our role in protecting children and young people
- The importance of confidentiality and working in a professional manner with children and young people in a variety of contexts
- Strategies that promote the welfare of children and young people, focusing on the educational contexts

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts and arguments relating to the module issues. Seminars will give opportunity for discussion and debate and tutorials will support individuals in preparing for assessment.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 - 50%

Leaflet (2000 words equivalent)

Exemplar:

Identify a target audience and create a leaflet to promote an aspect of child/young people's safety (E. g. A leaflet aimed at parents that outlines the importance of school attendance).

Assessment Component 2 - 50%

Group presentation (individual): 10 minutes per person

Exemplar

A group presentation to train peers in the field of the statutory duties of school staff in relation to child protection.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Emphasis on developing learner voice as a means of supporting safe childhoods and positive wellbeing for 21 st century global citizens.	

BIBLIOGRAPHY

Essential

AWCPP (2008) *All Wales Child Protection Procedures*. Available at <http://www.childreninwales.org.uk> UNCRC Children's Rights. Available at <http://www.uncrcletsgetitright.co.uk/> Estyn (2015) *Supplementary Guidance: Inspecting Safeguarding in Schools and PRUs*. Available at <http://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs-%20Autumn%202015.pdf>

Welsh Assembly Government (2004) *Children and Young People: Rights to Action*. Cardiff: WAG.

Recommended

Anning, A., Cotrell, D.M., Frost, N., Green, J. and Robinson, M. (2010) *Developing Multiprofessional Teamwork for integrated Children's Services: Research, policy and Practice*. Maidenhead:Open University Press.

Kanyal, M. (ed.) (2014) *Children's Rights 0-8 Promoting Participation in Education and Care* London: Routledge

National Assembly for Wales (2000) *Working Together to Safeguard Children* Cardiff: NAFW

Walker, G. (2008) *Working together for Children: A Critical Introduction to Multi-Agency Working*, London: Continuum

Welsh Government (2011) *All Wales Attendance Framework*. Available at <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/framework/?lang=en>

Online Journals

British Journal of Special Education

Support for Learning

Websites

Students will be directed towards additional websites and new publications as they become available.

Relevant websites, bilingual where possible, will be signposted throughout the course of the module.

YOUTH AND COMMUNITY WORK

Module Code	ECYW5001
Title	Social Research for Professional Practice
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop knowledge, understanding and skills of social research methodologies and research methods appropriate to youth work practice and other related fields.

LEARNING OUTCOMES

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

- Critically evaluate the nature of both quantitative and qualitative research methodology and methods including their strengths and weaknesses.
- Demonstrate a critical understanding of participatory research methodologies and methods with young people.
- Critically analyse the role of research ethics and reflection when carrying out research in a range of young people contexts.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An overview of the various theories and philosophy of qualitative and quantitative research methodology utilised in social science research.
- Analysis of the methods and tools used to collect qualitative and quantitative data.
- Evaluation of the appropriateness of research methodologies and methods when carrying out research in a range of settings with young people as 'participants'.
- Exploration of the principles and practices of adopting participatory research methodologies that allows young people's voices to be heard in the research process.
- Critical analysis of ethical issues that need to be considered when undertaking research in particular with young people.

- Discussion on the role of reflective practice for developing self and professional practice – including analysis of action research as a methodology as an extension of practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	4000 words	100%

Assessment Summary

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

This module is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW5001	
Module Title	Social Research 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.	☒
Essential	BERA, (2011) <i>British Educational Research Association Ethical Guidelines</i> (online) Available from www.bera.ac.uk/guidelines.htm .	☒
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7 th ed), London: Routledge.	☐
Essential	Denscombe, M. (2010) <i>The good research guide: for small-scale social research projects</i> . Maidenhead, England: McGraw-Hill/Open University Press.	☒

Essential	Durham University, (2012). <i>Community-Based Participatory research: A guide to ethical principles and practice</i> . University of Durham: Centre for Social Justice and Community Action. Available at https://www.dur.ac.uk/beacon/socialjustice/ethics_consultation/	☒
Essential	Fraser, S. (2004) <i>Doing research with children and young people</i> . London; Thousand Oaks, CA: Sage Publications	☐
Essential	Bell, J. (2010) <i>Doing Your Research Project: a guide for first time researchers in education and social science</i> (4th ed), Buckingham: Open University Press.	☐
Further	Freebody, P. (2003) <i>Qualitative Research in Education in Education: Interaction and Practice</i> , London: Sage.	☐
Further	Gorard, S. (2001) <i>Quantitative Methods in Educational Research: The Role of Numbers Made Easy</i> , London: Continuum.	☐
Further	Hopkins, D. (2014) <i>A Teacher's Guide to Classroom Research</i> , (3rd ed.), Buckingham: Open University Press.	☒
Further	Koshy, V. (2009) <i>Action Research for Improving Practice</i> , (2nd ed.), London: Paul Chapman Publishing.	☒
Further	Macintyre, C. (2000) <i>The Art of Action Research</i> , London: David Fulton.	☐
Further	Mason, J. (2002) <i>Qualitative Researching</i> , London: Sage.	☒
Further	Mauther, M. (2002) Birch, M., Jessop, J. and Miller, T. <i>Ethics in Qualitative Research</i> , London: Sage	☐
Further	McNiff, J., Lomax, P. and White, J. (2009) <i>You and Your Action Research Project</i> , (3rd edition.), London: Routledge Falmer.	☐
Further	Muijs, D. (2011) <i>Doing Quantitative Research in Education with SPSS</i> (2nd ed.), London: Sage.	☐
Further	Renold E., Holland S., Ross N.J. and Hillman A. (2010) <i>'Becoming participant': Problematizing 'informed consent' in participatory research with young people in care</i> , London: Sage.	☐
Further	<i>Qualitative Social Work</i> , 7 (4): 427-447 available online through journal.	☐
Further	Ritchie, J. and Lewis, J. (2003) <i>Qualitative Research Practice</i> , London: Sage.	☐
Further	Rudduck, J. and McIntyre, D. (eds). (1998) <i>Challenges for Educational Research</i> , London: Paul Chapman Publishing.	☐
Further	Sercombe, H. (2010) <i>Youth work Ethics</i> . London: Sage.	☐
Further	Thompson, P. (2008) <i>Doing Visual research with children and young people</i> . London; New York: Routledge.	☒
Further	Wilkinson, D. (2000) <i>The Researcher's Toolkit</i> , London: Routledge.	☐

Module Code	ECYW5002
Title	Supervision, Leadership and Management for Professionals
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- An outline of three key functions of supervision: formative, normative and restorative.
- Exploration of important supervisory skills and a critical analysis of their impact on practice:
 - o non-verbal communication skills
 - o active listening
 - o verbal communication skills.
- Discussion of the importance of creating an appropriate supervision environment and working within the core values of youth and community work.
- Detailed consideration of inclusive practice in supervision, confidentiality and record keeping; equal opportunities and anti-discriminatory practice.
- Experiential learning opportunities with an emphasis on experiential learning and practice of skills and the sharing of experiences.

- Opportunities to undertake one to one and group supervision sessions, to evaluate the supervision session and critically reflect on performance.
- An exploration of management and leadership theory including case study examples.
- Understanding the wider context of the services for young people, including the Youth Service.
- Funding for funding's sake? Identifying appropriate sources of funding for youth work and wider services.
- How to manage oneself within the organisational culture using the McKinsey 7'S' framework.
- Resource management, people, projects, programmes, resources.
- Understanding and linking research, theory, strategy and practice using Quinn's competing values framework.
- Youth work within an increasingly complex range of services for young people.
- Proactive or reactive work with young people – the role of the project leader in anticipating emerging issues.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Supervision and Management Portfolio	4000 words	100%

Assessment Summary

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

This module is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW5002	
Module Title	Supervision, Leadership and Management for Professionals	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page.	☐
Essential	Belton, B. Hill, J. Salter, T. Peaper, J. (2011) Supervision: Praxis and Purpose, Dorset, Russell House Publishing.	☐
Essential	Hawkins, P. and Schohet, R. (2007) Supervision in the helping professions, Buckingham: Open University Press.	☐
Essential	Hoggarth, E.A. Merton, B. and Tyler, M. (2009) Managing Modern Youth work. Exeter: Learning Matters.	☐
Essential	Learning and Skills Improvement Service, (2012) National Occupational Standards for Youth work, LSIS: Coventry.	☐
Essential	Ord, J. (2012) Critical Issues in Youth work Management. Abingdon, Oxon: Routledge.	☐
Further	Adair, J. E. (1989). The Action Centred Leader. Industrial Society.	☐
Further	Alvesson, M. and Willmott, H. (1996) Making sense of management: A critical introduction, London: Sage.	☐
Further	Banks, S., Butcher, H., Henderson, P. and Robertson, J. (2003) Managing Community Practice, Principles, policies and programmes. Great Britain: The Policy Press.	☐
Further	Batsleer, J. and Davies, B. (Eds.) (2010) What is Youth work? Essex: Learning Matters.	☐
Further	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Cole, G.A. (2011) Management: Theory and Practice, 7th ed. London: Letts.	☐
Further	Handy, C. (1993) Understanding Organisations, 4th Ed. London: Penguin Books.	☐
Further	Handy, C. (1988) Understanding Voluntary Organisations. London Penguin Books.	☐

Further	Herman, M. Reflective Practice Meets Youth work Supervision, Youth and Policy, 109, September 2013, 107-118.	☐
Further	Hill, J. (1997) Managing performance: goals, feedback, coaching, recognition. Aldershot: Gower.	☐
Further	Jeffer, T. and Smith, M. (2010) Youth work Practice. Palgrave Macmillan.	☐
Further	Jenkinson, H. (2010) The Importance and Benefits of Supervision in Youth work Practice. Child & Youth Services, 31 (3): 157-169.	☐
Further	Maguire, M. (2009) Law and Youth work, Exeter: Learning Matters.	☐
Further	Nelson-Jones, R. (2005) Practical counselling and helping skills, 5th ed. London: Sage Publications.	☐
Further	Nelson-Jones, R. (2006) Human relationship skills, 4th ed. London: Continuum.	☐
Further	Nicholls, D. (2002) Employment practice and policies in Youth and Community Work, 2nd ed. Dorset: Russell House Publishing LTD.	☐
Further	Nicholls, D. (2012) For Youth workers and Youth work: Speaking Out for a Better Future. Bristol: Policy Press.	☐
Further	Pease, A. (1981) The definitive book of Body language, London: Orion.	☐
Further	Posner, B.Z. (2008) The Leadership Challenge: 4th Edition, Jossey-Bass.	☐
Further	Schon, D. (1983) The reflective practitioner, New York: Basic Books.	☐
Further	Tyler, M. Hoggarth, L, Merton, B. (Eds) (2009) Managing Modern Youth work, Essex: Learning Matters.	☐

Module Code	ECYW5003
Title	No one is too small to make a difference: Working with young people to create a climate of change
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a greater understanding of and commitment to sustainable development (local and global issues) in the context of youth work, and to explore the youth work skills required to support young people's activism in relation to climate change.

LEARNING OUTCOMES

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

- Demonstrate knowledge and capacity of the education for sustainable development and global youth work (ESDGYW) agenda in relation to youth work practice.
- Understand how youth work incorporates many of the principles which are implied in the notion of ESDGYW and activism.
- Promote different youth work approaches to ESDGYW and activism in their practice.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Introduction and critical appraisal of the principles and definitions of sustainability, education for sustainable development and global youth work (ESDGYW).
- Exploration of the principles and values of youth work and how they can promote ESDGYW and activism with young people.
- Case studies and examples of practice which illustrate different approaches to ESDGYW work with young people. Including exploring the principles of a Harmony curriculum.
- Opportunities to develop the skills of youth work session planning in relation to ESDGYW which would result in positive outcomes for young people.
- Exploration of the role of the youth worker in providing opportunities for young people to access their rights and have the opportunity to lead change within their own communities.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	30 minutes	100%

Assessment Summary

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

This module is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW5003	
Module Title	No one is too small to make a difference: Working with young people to create a climate of change	
Classification	Reading List entry	Electronic*
Essential	Adams, P. & McCloskey, Stephen, 2014. Young People and Development: The Role of Global Youth Work in Engagement and Learning. In Palgrave Macmillan UK.	☒
Essential	Batsleer et al., 2010. <i>What is youth work?</i> , Exeter: Learning Matters.	☒
Essential	Clarke, P. (2012) <i>Education for Sustainability: Becoming Naturally Smart</i> . London: Routledge.	☐
Essential	Youth Work in Wales Review Group, October (2018) <i>Youth Work in Wales Principles and Purposes</i> . Available to download at: http://www.cwvys.org.uk/wp-	☒

	content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf	
Essential	Welsh Assembly Government (November, 2008) <i>ESDGC: A Common Understanding for the Youth work Sector</i> . Cardiff: Welsh Assembly Government. Available to download at: http://wales.gov.uk/topics/educationandskills/allsector/policies/europeanandinternational/sustainabledevelop/esdgpublications/esdgc youthwork/?lang=en	☒
Further	Agyeam, J. (2005) <i>Sustainable Communities and the Challenge of Environmental Justice</i> . New York: New York University Press.	☐
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	Batsleer, J. et al., 2010. <i>Popular education practice for youth and community development work</i> , Exeter: Learning Matters.	☐
	Batsleer, J; Beck, D; Popple, K; Purcell, R.(2010) <i>Popular education practice for youth and community development work Exeter</i> : Learning Matters	☒
Further	Cudworth, E. (2003) <i>Environment and Society</i> . London: Routledge.	☐
Further	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London.	☐
	DEA, (2007) <i>Global Youth work</i> . London: DEA Oxford.	☒
Further	Evans, R. & Lund, D., 2013. Forging Ethical Adult-Youth Relationships within Emancipatory Activism A. <i>International Journal of Child, Youth & Family Studies</i> , 4(3.1), pp.433–443.	☒
Further	Lauder, H. (2006) <i>Education, globalization, and social change</i> New York : Oxford University Press.	☒
Further	Ord, J., 2016. <i>Youth work process, product and practice : creating an authentic curriculum in work with young people</i> Second. London : Routledge 2014	☒
Further	O'Riordan, T (2001) <i>Globalism, Localism, and Identity: Fresh Perspectives on the Transition to Sustainability</i> London, UK: Earthscan Publications,	☒
Further	Rainsford, E., 2017. Exploring youth political activism in the United Kingdom: What makes young people politically active in different organisations? <i>The British Journal of Politics and International Relations</i> , 19(4), pp.790–806.	☒
Further	Saneka, N. & Prest Talbot, A., 2019. Engaging children as 'agents of change': The Grahamstown Scout Group. <i>Hervormde Teologiese Studies</i> , 75(1), pp. e1–e8.	☒
Further	Stone, M.K. & Barlow, Z. (2005) <i>Ecological literacy : educating our children for a sustainable world</i> San Francisco : Sierra Club Books ; Berkeley.	☐
Further	Skinner, S. and Wolson, M. (2002) <i>Assessing Community Strengths: A Practical Handbook for</i>	☐

	<i>Planning Capacity Building</i> , London: Community Development Foundation.	
Further	Sterling, S. (2001) <i>Sustainable Education</i> . Dartington: Green Books.	☐
Further	Thurnburg G (2019) <i>No one is too small to make a difference</i> . London: Penguin	☐
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) <i>Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates</i> (April 2008). Cardiff: Welsh Government	☒
Further	William M. L. (2001) <i>Sustainable Communities in Europe</i> London ; Sterling, Va. : Earthscan	☒
Further	Wulfhorst , J.D; Haugestad, Anne K. J; Wulfhorst, D. (2006) <i>Building Sustainable Communities: Environmental Justice & global citizenship</i> Amsterdam; New York : Rodopi	☒
Further	Welsh Government (2019) <i>Youth Work Strategy for Wales</i> . Cardiff: Welsh Government	☒

Module Code	ECYW5004
Title	Young People and Society 2: Mental Health, Well-being and Adverse Childhood Experiences
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' understanding of young people's health and wellbeing needs in an ever changing society, and to explore effective and empowering methods of responding to these challenges.

LEARNING OUTCOMES

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

- Identify how society impacts on young people, and analyse a range of young people's health and wellbeing needs in contemporary society, and how to respond as a practitioner.
- Demonstrate a critical understanding of promoting good mental and emotional health, and recognising and responding to challenges young people face.
- Demonstrate confidence in delivering effective and empowering workshops/information sessions linked to young people's needs.
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- The health issues faced by young people in contemporary society, including sexual health and relationships, mental health, Adverse Childhood Experiences, self-harm, period poverty, and eating disorders, and how they can impact on young people's future life chances.
- Health and wellbeing needs and the development of appropriate responses and when to refer on;
- The principles and procedures of current best practice in safeguarding, and the required steps to take;
- An exploration of effective interventions through informal and non-formal education approaches as ways of delivering effective and empowering workshops/information sessions linked to young people's needs.
- An experiential discussion of how to plan, deliver and evaluate sessions with young people on an individual basis and with groups.
- Critical discussion of a range of mental health issues that affects young people. An exploration of the issues that may underlie the rise in mental ill-health in

young people. Evaluate strategies/policies and interventions that have been developed to support young people with mental health challenges.

- An exploration of risk factors and protective factors as a means of identifying how best to support young people to address their own self-care.
- A consideration of models of informal and non-formal education as a holistic approach in promoting: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience in young people.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Application of Practice	30 minutes	100%

Assessment Summary

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

This module is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW5004	
Module Title	Young People and Society 2: Mental Health, Well-being and Adverse Childhood Experiences	
Classification	Reading List entry	Electronic*
Essential	Anderson, L. (2010) <i>Voices of Children and Young People in Wales Study: A qualitative study of Wellbeing among children and young people under 25 years old</i> . Cardiff: Welsh Assembly Government.	☐
Essential	Anderson, L. (Ed.) (2011) <i>2011 Children and Young People's Wellbeing Monitor for Wales</i> . Cardiff: Welsh Government.	☐

Essential	Bradshaw, J. and Keung, A. (2011) Trends in child subjective well-being in the UK. In <i>Journal of Children's Services</i> , Vol 6 (1) 4-17.	☐
Essential	Curran, S. & Harrison, R (eds). (2013) <i>Working with Young People</i> , Open University Press: Buckingham.	☐
Essential	Green, J. & Tones, K (2010), <i>Health Promotion: planning and strategies</i> , London: Sage Publications.	☐
Essential	Harvey, J. and Taylor, V. (2013) <i>Measuring Health and Wellbeing</i> . London. Sage.	☐
Essential	Jeffer, T. & Smith, M. (2005) <i>Informal Education</i> , Nottingham: Education Heritics Press.	☐
Essential	Romero, V.E, Robertson, R. and Warner, N. (2018) <i>Building Resilience in Students Impacted by Adverse Childhood Experiences: a Whole-Staff Approach</i> , Corwin: London	☐
Essential	Waite, R. and Ryan, R.A. (2020) <i>Adverse Childhood Experiences: what students and health professionals need to know</i> , Routledge: Oxon.	☐
Essential	Larkin, M. (2013), <i>Health and Well-being across the life course</i> , London: Sage Publications.	☐
Further	Biddle, S.J.H. (2003) <i>Physical Activity and Psychological Well-being</i> . [ebook], London: Routledge.	☒
Further	Cattan, M. (2006.) <i>Mental Health Promotion: A lifespan Approach</i> , Maidenhead: Open University Press.	☐
Further	Coleman, J. C. (2007) <i>Adolescence and Health</i> , Chichester: Wiley & Sons.	☐
Further	Collins, J. and Foley, P. (2008) <i>Promoting Children's Well-being: Policy and Practice (Working Together for Children)</i> . London: Policy Press.	☐
Further	Corbin, C.B. & Lindsey, R. (2007) <i>Fitness for Life (5th ed)</i> , Champaign, IL: Human Kinetics.	☐
Further	Countryside Recreation (2005) A Countryside for Health and Wellbeing: the Physical and Mental Health Benefits of Green Exercise. <i>Countryside Recreation</i> , 13 (1) 2-8.	☒
Further	Edelman, C.L. & Mandle, C.L. (2009) <i>Health promotion throughout the lifespan</i> , London: Mosby.	☐
Further	Green, J. & Tones, K. (2010), <i>Health promotion: planning and strategies</i> , London: Sage.	☐
Further	Hubley, J. (2008) <i>Practical Health Promotion</i> . Cambridge: Polity.	☐
Further	Keleher, H. (2007) <i>Understanding Health Promotion</i> . Oxford: Oxford University Press.	☐

Further	Lavin, J. (2008) <i>Creative approaches to physical education: helping children to realise their true potential</i> . Abingdon: Routledge.	☐
Further	Louv, R. (2006) <i>Last Child in the Woods – Saving our Children from Nature Deficit Disorder</i> , North Carolina: Chapel Hill.	☐
Further	Macdowall, W. (2006) <i>Health Promotion Practice</i> , Maidenhead: Open University Press.	☐
Further	Minujin, A. and Nandy, S. (2012) <i>Global Child Poverty and Well-Being: Measurement, Concepts, Policy and Action</i> . Policy Press.	☐
Further	Murray, R.B., Zentner, J.P. & Yakimo, R. (2009) <i>Health promotion strategies through the life span</i> , London: Pearson Education.	☐
Further	Naidoo, J. & Wills, J. (2009) <i>Foundations of Health Promotion</i> , Oxford: Bailliere Tindall.	☐
Further	Richardson, L. D. & Wolfe, M. (eds). (2001) <i>Principles and practice of informal education: learning through life</i> , London: Routledge.	☐
Further	Thew, M.T. & McKenna, J. (2008) <i>Lifestyle Management in Health and Social Care</i> , Oxford: Wiley & Blackwell.	☐
Further	Ward Thompson, C. Travlou, P. & Roe, J. (2006), <i>Free Range Teenagers: The Role of Wild Adventure Space in Young People's Lives – Final Report for Nature England</i> , Open Space Society.	☐
Further	Bradshaw, J. (2016) <i>The Well-Being of Children in the UK</i> (4 th Edn), London: Policy Press.	
Further	Carr-Hill, R. (2012) <i>Measuring Well-being</i> . (online) www.radstats.org.uk/no107/carr-hill107.pdf	☐
Further	Deiner, E. Lucas, R.E. and Oishi, S. (2002) Subjective wellbeing. The Science of Happiness and Life Satisfaction, in Snyder, C.R. Wright, E. (Eds.) <i>Handbook of Positive Psychology</i> . New York: Oxford University Press.	☐
Further	Diener, E. Suh, E. M. Lucas, R. E. Smith, H. L. Subjective well-being: Three decades of progress. <i>Psychological Bulletin</i> , Vol 125 (2), Mar 1999, 276-302.	☐
Further	Dodge, R, Daly, A, Huyton, J, Sanders, L. (2012). The challenge of defining wellbeing. <i>International Journal of Wellbeing</i> , 2(3), 222-235.	☒
Further	Dolan, P. Layard, R. and Metcalfe, R. (2010) <i>Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures</i> . Special Paper No. 23. London: Centre for Economic Performance.	☒

Module Code	ECYW5005
Title	Youth Work Practice 2: Developing Practice
Date	04/03/2020
Level	5
Credits	40
Pre-Requisites	None

AIM(S)

- To further provide students with an understanding of the key approaches and practices linking the theory and practice of Youth Work and social education, and an opportunity to engage in supervised professional practice of 400 hours duration, 50% of which will be face to face with young people.

LEARNING OUTCOMES

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

- Be aware of the nature and scope of Youth Work in different sectors and critically analyse, interpret and evaluate relevant information, concepts and ideas.
- Identify the development needs of young people and communities, and through youth work practice provide responses to these needs, and 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

- 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.
- Exploration of the potential role of the Youth Worker in influencing the policy context, and the impact of political agendas on the role of the youth worker.
- Identifying skills, knowledge and understanding of young people.
- Critical exploration of formal, informal and non-formal learning.
- An exploration of the key components required when developing a project with young people that reflects the purpose, principles and values of youth work.
- The role of Youth and Community Work and how it can prepare young people for life in the 21st Century.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning		
Placement learning	*400	90%
TOTAL	400	100%

***Please note:** to meet the requirements of the professional endorsement of this programme it is necessary for students to complete a number of placement hours at each level, this is in addition to the notional hours normally associated with modules of this credit value.

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Journal	4500 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

This module is part of a degree programme which is professionally endorsed by ETS Cymru.

INDICATIVE READING LIST

Module Code	ECYW5005	
Module Title	Youth Work Practice 2: Developing Practice	
Classification	Reading List entry	Electronic*
Essential	Banks, S. (2010) <i>Ethical Issues in Youth work</i> (2 nd ed.), Abingdon, Oxon: Routledge.	☐
Essential	Batsleer, J. and Davies, B. (2010) <i>What is Youth work? (Empowering Youth and Community Work Practice)</i> , Exeter: Learning Matters.	☐
Essential	Buchroth, I. and Parkin, C. (Eds.) (2010) <i>Using Theory in Youth and Community Work Practice</i> , Exeter: Learning Matters.	☐
Essential	Ingram, G. and Harris, J. (2001) <i>Delivering Good Youth work</i> , Lyme Regis: Russell House Publishing.	☐
Essential	Jeffer, T. and Smith, M. (Eds.) (2010) <i>Youth work Practice</i> . Hampshire: Palgrave.	☐
Essential	Sapin, K. (2013) <i>Essential Skills for Youth work Practice (2nd Ed.)</i> London: SAGE.	☐
Further	Batsleer, J. (2008) <i>Informal Learning in Youth work</i> . London: SAGE.	☐
Further	Batsleer, J. (2013) <i>Youth working with Girls and Women in Community Settings</i> , (2 nd ed.) Ashgate.	☐
Further	Dalrymple, J. and Burke, B. (2006) <i>Anti-oppressive Practice, Social Care and the Law</i> . Maidenhead: McGraw-Hill.	☐
Further	Factor, F. Chauhan, V. and Pitts, J. (Eds.) (2001) <i>The RHC companion to Working with Young People</i> . Dorset: RHP.	☐
Further	Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling a practical guide (2nd Ed.)</i> . Maidenhead, McGraw Hill.	☐
Further	Kehily, M.J. (Ed.) (2007) <i>Understanding youth: perspectives, identities and practices</i> . London: SAGE.	☐
Further	Ledwith, M. and Springett, J. (2010) <i>Participatory practice, Community-based action for transformative change</i> , Bristol: Policy Press.	☐
Further	Ord, J. (2007) <i>Youth work Process, Product and Practice: Creating an Authentic Curriculum in Work with Young People</i> . Dorset: RHP.	☐
Further	Packham, C. (2008) <i>Active Citizenship and Community Learning</i> . Exeter: Learning Matters.	☐

Further	Purcell, R. (2005) <i>Working in the Community perspectives for change (2nd Ed.)</i> . www.rodpurcell.com	☐
Further	Smith, M.K. (1994) <i>Local Education community, conversation, praxis</i> . Buckingham, OU Press.	☐
Further	Somerville, P. (2011) <i>Understanding Community: Politics, Policy and Practice</i> . Bristol: Policy Press.	☐
Further	Taylor, M. (2003) <i>Public Policy in the Community (2nd Ed.)</i> . Hampshire: Palgrave Macmillan.	☐
Further	Thompson, S. and Thompson, N. (2008) <i>The Critically Reflective Practitioner (2nd Ed.)</i> , Hampshire: Palgrave Macmillan.	☐
Further	Welsh Assembly Government. (2007) <i>Young people, youth work, Youth Service National Youth Service Strategy for Wales</i> , Cardiff: WAG.	☐
Further	Welsh Government. (2014) <i>The National Youth Work Strategy for Wales 2014-2018 Supporting young people to reach their potential and live fulfilled lives</i> , Cardiff: Welsh Government.	☐
Further	Westergaard, J. (2009) <i>Effective Group Work with Young People</i> . Maidenhead: OU Press.	☐
Further	Youth Work in Wales Review Group. (2013) <i>Youth Work in Wales: Principles and Purposes</i> , Cardiff: Youth Work in Wales Review Group.	☐