

Student Number 2517872
ECGE5010

Cover Sheet

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ECGE5010 Research for Learning

For this assignment I have submitted the following:

A title: my research question.

A literature review

Methodical considerations

Ethical considerations

Total word count 3,922

I acknowledge the use of copilot to know the meaning of words and to help with referencing

I used the prompt(s):

1. can you tell me what this word means
2. Can you check my references are they Harvard approved

I confirm that I have not presented any AI generated text as my own work

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Title: “How does the quality of the practitioner–child relationship influence young children’s emotional wellbeing and sense of security in one early year’s setting?”

Part 1 Literature Review

This literature review explores the question: “How does the quality of the practitioner–child relationship influence young children’s emotional wellbeing and sense of security in one early year’s setting?” This topic is important in early years because secure, trusting relationships support children’s emotional development, behaviour, and ability to be confident in their environment.

Cliffe and Solvason (2022) highlight that a person-centred approach, with high-quality connections and relationships, is fundamental in early childhood in policy and theory, as this helps a child to form effective, healthy attachments and good relationships, and to form a bond with the practitioners. Cliffe and Solvason (2022) also highlight that these relationships help shape a child’s development, their social skills, behaviours, and how they cope inside and outside the setting. They explain that these types of connections are crucial protective factors for children, especially those who may not have had the best start to life (Cliffe and Solvason, 2022).

This literature review will analyse key theories on attachment and emotional wellbeing, review policy frameworks in Wales and England, explore current research on practitioner–child relationships, and explain why this study is needed.

Behrens, Jones-Mason and Forslund (2025) reinforce Bowlby’s original work on attachment. They highlight the importance of children having a close and reliable relationship with their caregiver, as this will help them feel secure and emotionally stable. Behrens, Jones-Mason and Forslund (2025) explain that Bowlby’s research demonstrated that children, especially infants, need the closeness of their caregiver when they feel frightened. They explain that attachment theory is also relevant in an early years setting, as practitioners become the child’s second caregiver. Behrens, Jones-Mason and Forslund (2025) continue that when practitioners are sensitive, attuned and consistent, they help children in their care develop a sense of security and support their emotional wellbeing within their environment.

According to the Association P.U (n.d.), Pikler's work highlighted that children should have emotionally secure relationships in their early childhood. Through observing infants and their families, Pikler felt that when adults interacted with children respectfully, calmly and attuned with them, this helped create children who developed with confidence and emotional stability. Her strategy was to give time to children and the space to explore, reliable routines and a kind, soft approach to caregiving, which established a keen sense of security. The Association P.U (n.d.) continued that when Pikler worked at the orphanage in Budapest in later life, she demonstrated that having consistency with routines and warm relationships with caregivers acted as a protective factor to support their wellbeing. This provides further evidence that the quality of practitioner-child relationships plays a key role in shaping children's wellbeing and sense of security.

The Welsh Government (2024) states that by observing children regularly and closely, recognising patterns in their behaviour and following the child's lead, practitioners can create learning experiences that are relevant and of interest to the children. They continue by explaining that when children are encouraged to take small risks and persevere with challenges, they develop resilience, independence and confidence—outcomes that are strengthened when children trust the adults around them (Welsh Government, 2024).

According to the Department for Education (2025), the quality of practitioner-child relationships is crucial to the child's emotional wellbeing and their sense of security. They clearly state that children learn to be resilient and independent through the positive relationships created through positive relationships, highlighting that an adult can help shape a child's development through warm, supportive and consistent interactions, which will help children emotionally and enhance their confidence (Department for Education, 2025). Within the framework in the Personal, Social and Emotional Development (PSED) area, the Department for Education (2025) reinforces that a strong nurturing attachment between an adult and child enables children to recognise their feelings and the feelings of others, regulate their emotions and behaviours and help children to form stability. They also nurture the ethos of a key person. This person will help build those secure attachments, understand the needs of the child, ensuring they help the child build emotionally stable connections

(Department for Education, 2025). Overall, the framework highlights the importance of the child–practitioner relationship to support a child’s wellbeing and sense of security.

The Welsh Government (2024), in the Enabling Adults section, emphasises that early year’s practitioners have a key role in shaping a child’s development during early childhood. They explain that practitioners who show enthusiasm for learning and are attuned to children’s curiosity and fascinations help create positive emotional experiences through everyday play.

The Welsh Government (2024) also emphasises that having a strong link with families and the community contributes to children’s sense of belonging. Practitioners who connect meaningfully with the children they care for, understand their backgrounds and value their past and present experiences help children to feel secure and understood. A practitioner who is kind, compassionate and respectful of children’s choices, and who supports them through uncertainty, change and daily transitions, further promotes children’s emotional wellbeing (Welsh Government, 2024).

While policy frameworks such as the EYFS and Curriculum for Wales strongly promote warm, secure practitioner–child relationships as essential for emotional wellbeing, and theorists like Bowlby and Pikler also reinforce this, researchers argue that these relationships can be more complex to form in practice than policy suggests. Page (2018) highlights the challenges practitioners face ensuring professional boundaries are maintained when balancing closeness, even when they are affectionate and attuned to supporting children’s wellbeing and sense of security. Page (2018) identifies that this can involve emotional labour as well as potential vulnerability for practitioners. In addition to this, McMullen *et al.* (2020) reinforce that the work conditions can affect these relationships. This researcher shows that practitioners who have poor work conditions, who feel stressed and have low wellbeing, increase high turnover in early years settings; this then has inconsistency of the positive relationships these young children need to be emotionally stable. McMullen *et al.* (2020) continue that a high turnover of staffing does not help

practitioners to be attuned and emotionally available to the children to create that responsive relationship; this contradicts the policy expectations for a consistent nurturing environment.

Together, these arguments suggest that a strong practice ethos requires a strong organisational network of support to keep the staff motivated, attuned and positive to build these strong positive relationships to support the children's emotional wellbeing and sense of security.

Part 2 Methodological considerations

The sample for this research project will consist of four children aged 2–3 years and their key practitioner within a sessional Flying Start setting based in South Wales that offers continuous free-flow play, indoors and outdoors. These children have open-ended, play experiences that reflect the Early Childhood Play, Learning and Care (ECPLC) guidance (Welsh Government, 2023). Bowlby (1997) highlights in NSPCC (2021) young children can form various attachment relationships, however the most prominent connections are usually those formed from birth with their main caregiver. Mary Ainsworth *et al* (2015) in NSPCC (2021) explains young children who have a secure attachment formed, will have caregivers that understand their cues, which are consistent and warm, help them feel safe and supported. Chloe Webster (2025) draws on Dr Jools Page's work on professional love to emphasise the importance of emotional warmth and security in early years relationships. Professional love focuses on creating a nurturing, emotionally warm environment where children feel safe and secure. Emotional warmth is essential in the early years, as it supports children to develop a sense of belonging and trust, both of which form the foundation for children to effectively learn and form positive social development. This sample was therefore selected to allow the researcher to observe these relational processes in practice, within a familiar environment that supports natural interactions.

The researcher has chosen two methods to conduct their research, firstly observation. Welsh Government (2025) highlighted in Early Childhood Play, Learning and Care: Assessment Arrangements for 0 to 3-year-olds in Wales observations should be a natural, responsive process that helps practitioners to

understand a young child's interests, development and their individual needs. They explain observation should be purposeful, meaningful and ensure it is child focused, with the aim of understanding the child's unique journey and helping the child to develop at their own pace through personal interactions and engaging experiences. There are different types of observation approaches, These all help build a picture of holistic development, these include spontaneous observation that capture Wow moments, focused observation that track likes, dislikes, interests behaviour over time and see how the child is settled, developmental observations identifying key milestones and key areas where support may be needed, lastly planned observations to explore specific areas of learning in more depth (Welsh Government, 2025). This is the primary method chosen and the observation method the researcher chosen is focused observation this will allow the children to play naturally in a familiar environment they attend 5 days a week. This should minimise disruptions when the observation is being conducted as the environment and researcher are familiar to the children. This setting was also chosen as the children have a key person. The Birth to 5 Matters (2021) guidance frames a key person as an adult in the setting who builds a positive and warm relationship with a child and the family. Their role is to ensure a child feels a sense of belonging, form their identity and help them to be understood cared for and emotionally safe. Birth to 5 matters (2021) concludes through consistent, affectionate and thoughtful interactions the key person will support the child to form secure attachments, this will give the child the confidence to develop, learn and explore their surroundings.

The use of focused observation has a range of strengths within this research. A key strength is that it allows the children to be observed within the environment they attend daily, meaning their interactions and play is more likely to be natural and authentic. This helps ensure the findings are accurate, as children are able to play with resources, they are familiar with freely without any disruption Additionally, focused observations allows the researcher to record detailed information about practitioner-child interactions, this directly supports the aim of the research question understanding emotional wellbeing and a sense of security. The practitioner being the children's key person strengthens this choice of method, as it allows the researcher to observe those secure attachment and the relationships formed in

practice. However, with any method chosen there is also limitations. One limitation could be researcher bias, as it is the researcher interpretation of what they have seen. In addition, observations cannot offer insight into thoughts or feelings of the practitioner or child, this may limit the understanding of emotional wellbeing, as they only capture what is visible. Another limitation is if the child is aware they are being observed this may alter their behaviour negatively or they may go shy,

As highlighted by [Cohen, Manion and Morrison \(2018\)](#), observational methods can be influenced by a personal view and may not fully capture participants' internal experiences.

Overall, focused observation provides valuable and detailed insight into practitioner–child relationships within an environment they are in daily, however it is important to recognise its limitations when analysing the findings.

For the second method the researcher has chosen semi-structured practitioner interviews. [Corwin and Harper \(2024\)](#) argue that interviews help the practitioner to reflect and interpret on their everyday lives and experiences through discussing what has happened. They explain before the interview careful planning is required by the participant and the researcher, from the planning, conducting and the conclusion the finding should be credible to ensure it is valid to support the research. Their process can be recorded and have a transcript to ensure the voice of the practitioner is heard correctly.

Cohen, Manion and Morrison (2018) explain that there are multiple types of interviews that a researcher can use, these are unstructured, semi-structured and thorough interviews. An unstructured interview is usually informal and is more a conversation, allowing the participant to reflect and express their thoughts and are at slow pace. This will help gather rich data whereas semi structured interviews require questions that are open-ended this will guide the conversation but allow a flexible approach to explore further. This type of interview begins with planned questions but is ready to adapt the questions if the conversation takes the discussion elsewhere. Cohen, Manion and Morrison (2018) further highlight semi structured interviews are excellent to be able to understand a practitioner view points as they encourage a deep conversation to discuss what is important in the working environment, this will

help the researcher to gain a clear understanding of how and why this may happen. Additionally, the explain that an interview that is recorded and transcribed can help ensure the data collected is accurate.

The use of semi-structured practitioner interviews has various strengths within this research. One key strength to this method, practitioners can share their own thoughts and experiences in detail, providing meaningful data. This interview method is particularly useful for this study as it explores practitioner–child relationships and emotional wellbeing, which require a deeper understanding. This method is flexible and enables the researcher to tailor the follow up questions, allowing deeper meaningful conversations to happen of important points, which will help the researcher have a clearer understanding of how and why certain interactions occur. The use of recorded the interview and transcription also is a strength to this method as it ensures the data collected is accurate ensuring the practitioner voice is represented correctly.

However, there are also limitations to this method. A limitation could be practitioner bias; the responses could be influenced by the practitioner's personal view. Meaning the information collected may be interpretive and not fully objective. Another limitation is that interviews rely on what is said by the practitioner says and they may forget things.

Additionally, an interview can be time consuming to implement and then analyse the findings, furthermore practitioners may not reflect correctly to avoid anything negative when discussing their professional practice, which may affect the findings. (Cohen, Manion and Morrison, 2018).

Overall, while semi-structured interviews provide valuable insight into practitioners' view and professional insight, however it is important to recognise the potential for bias and limitations in the information collected.

The researcher applies a qualitative approach, Mehard and Zangeneh (2019) explain, qualitative methods focus on first-hand experiences in a real environment. Naturally, this makes qualitative research particularly suited to capturing emotions, interactions, and those first-hand experiences rather than gathering data numerically. This approach is especially relevant within early years, where understanding

children's emotions and security is important. The combination of focused observations and semi-structured interviews allowed for triangulation. Bans Akutey and Tiimub (2021) describe triangulation as using more than one method to achieve the best outcome when researching findings, and that this will help strengthen the credibility and validation of the research as well as critically analysing any findings. Therefore, this supports a more trustworthy and comprehensive interpretation of the data collected.

Part 3 Ethical Considerations

Ethical considerations are important to researching "How does the quality of the practitioner-child relationship influence young children's emotional wellbeing and sense of security in one early year setting?" is important as young children are involved in the research. According to Bertram *et al.* (2024) a researcher should carry a professional responsibility and act with sensitivity, respect and care, while ensuring that children are not treated as objects of study, but as participants with rights. It is important to understand a child is not an object of research, children should be approached to see if they want to be a part of the research and asked throughout every stage of the research in a developmental and appropriate way to see if they are still a willing participant.

This is so important to adhere to when young children are involved as their dignity and autonomy should be considered. Young children are vulnerable. A researcher has a duty of care to ensure children have the chance to make their own choices and have a chance to communicate. The researcher should always ensure the participation is always voluntary. Children may use body language facial expressions or behaviour to show they have had enough rather than using words.

Stalford and Lundy (2022) emphasise the importance of children's rights within research, children should be able to express their own views and be heard and listened to throughout the research process. They argue that children are active participants whose views help shape how the research is designed and conducted. Stalford and Lundy (2022) highlight that ethically the researcher must create conditions in which children feel comfortable and confident to share their views,

rather than being treated as objects. They reinforce that a child's voice should be heard and if they no longer want to participate this is ok.

In Wales, children's rights are protected through the UNCRC, which emphasises that all children have the right to be safe, happy, treated fairly, have their best interests placed at the forefront, and to have their views taken seriously in any decisions that affect them, these rights are given legal standing through the Rights of Children and Young Persons (Wales) Measure 2011(Welsh Government, 2022). This means that children's participation in research must be voluntary, informed, and respectful of their development stage.

Bertram *et al.* (2024) guidance also highlights that a researcher has the duty to ensure a child is happy and content, they should respond immediately if a child's shows sign of discomfort or distress, that no harm will come to them and they should ensure confidentiality upheld throughout the entire research. The researcher should be responsive and reflective ensuring they withdraw immediately if participants are unhappy. They should be sensitive to the possibility that observations may capture moment of distress or tension the child's welfare should be the priority over collecting data.

Parsons *et al.* (2016) emphasise that children consent should be gained, to do this the researcher should ensure the environment is a place where the child can make their own choices and supply clear accessible information. The researcher offers a range of resources which include visual materials as well as verbal explanations to ensure the children what their participation in the research involves. They also highlight that throughout the research a child's consent should be checked regularly, parsons *et al.* (2016) note that the researcher should pay attention to a child's behaviour, if a child is withdrawn, silent or looks uncomfortable this is usually an indication that they do not want to continue and these sign should be respected.

Josephson and Smale (2020) explains permission from a parent/guardian should be obtained when research involves children. they explain that a researcher will often have to get consent from the participant but also those you have parental responsibility for the young children. gathering a parental consent is a standard ethical requirement to ensure children's right are protected.

In addition, parental consent, consent from Manager of the setting or safeguarding lead should be obtained, this will ensure all research aligns with the setting safeguarding procedures, staffing ratios, and daily routines. This consent ensures the setting understands the purpose, methods and ethical considerations for the study.

University of Wales Trinity Saint David (2025) states ethical considerations are essential when researching with young children and consent should be obtained from the university to undertake research, they enforce confidentiality is essential and data must be handled in line with the university responsibilities. They should ensure the data is processed fairly, lawfully and securely. University of Wales Trinity Saint David (2025) continue the researcher must follow guidance on consent and data sharing, ensuring information is accurate, protected and stored correctly under UK GDPR requirements. By following GDPR, university ethical procedures, and secure data management processes, the researcher ensures that the university is protected from legal, ethical, or reputational risk.

In order to disguise the identities of the practitioners and children and safeguard all who are involved in accordance with BERA (2018) This setting will label participants as practitioner A, B and the children child A, B and so on, ensuring anything that makes the participant recognisable will be carefully altered. This also includes anonymising the setting itself by removing the real name of the setting and replacing it with a coded label as well as avoiding any descriptive details that could reveal the location, size, or unique characteristics of the early years setting. Indirect identifiers such as specific routines, distinctive behaviours, or personal circumstances will also be adapted so that no individual child or practitioner can be recognised within the local community.

Korkiamäki and Kaukko (2023) emphasise that researchers have an ethical duty to protect children's confidentiality and anonymity, noting that children's faces should be disguised with a blur to ensure no harm comes to them. However, they also highlight an unintended consequence as children's faces are obscured, they may appear voiceless or faceless, despite being willing participants. For this reason, Korkiamäki and Kaukko (2023) argue that anonymity should not be automatically

imposed; instead, decisions about visibility should be made mutually with children, supporting their right to be heard.

Stalford and Lundy (2022) also remind researchers that ethical participation requires recognising the power imbalance between adults and young children, as this can influence how children express their wishes. They argue that children's views must be enabled, supported and taken seriously, which means the researcher must be attentive to non-verbal cues that indicate discomfort or withdrawal. Parsons *et al.* (2016) similarly highlight that children often communicate dissent through behaviour rather than words, and the researcher has a responsibility to stop the observation immediately if a child appears unhappy or reluctant. Bertram *et al.* (2024) reinforce that children's wellbeing must always be the priority over any data collection, and that researchers must act with sensitivity and care throughout the process. To reduce risk to the university, the University of Wales Trinity Saint David (2025) emphasise that all data must be stored securely, processed lawfully and destroyed appropriately in line with GDPR. Following these procedures protects the participant, the researcher and the university, ensuring the research is conducted safely, ethically and in accordance with legislation.

In this study, the researcher will avoid collecting photographs or video data altogether, thereby removing the ethical challenge of blurring children's faces and unintentionally erasing their emotional expressions. Instead, observational field notes will be used to capture interactions without exposing children's identities. All data will be stored securely, in line with ethical guidelines, and will only be accessible to the researcher. This approach ensures that no participant child or practitioner can be traced or identified. These ethical procedures reduce risk not only to the children and practitioners, but also to the researcher and the university, ensuring the study is conducted safely, lawfully and responsibly.

Because the research takes place in an early year's setting, safeguarding is vital. The Wales Safeguarding Procedures (2020) state that a child's safety and wellbeing is always prioritised, everyone has a legal duty of care recognise, respond and report any concerns that they may have that a child may be in danger or at risk of any abuse. If at any point during the research the child discloses to the researcher, the

safeguarding lead will be informed immediately. Observations will be in the session watching normal natural routines that minimise disruption. The researcher will be protected by ensuring they are always with someone and no lone working is taken place.

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ECGE5010