

MODULE DIRECTORY

LEVEL 6

SCHOOL OF Childhood, Youth and Education

FACULTY OF EDUCATION, COMMUNITY AND CULTURE

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the School of Childhood, Youth and Education in the academic year 2026-2027.

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 School/Faculty. 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 Faculty 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

BA (Hons) Education Studies: Primary

ECGE6003PC	Independent Project
ECES6022C	Curriculum and Assessment Studies
ECES6019C	Making a Difference Together
ECES6021C	Well-being in Education
ECES6023C	Learning Climates

Module Code	ECGE6003PC
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECGE6003PC	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒

Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ECES6022C
Title	Curriculum and Assessment Studies
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%

Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Video Presentation	15 minutes	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6022C	
Module Title	Curriculum and Assessment Studies	
Classification	Reading List entry	Electronic*
Essential	Black, C., Harrison, C., Marshall, B. and Dylan. W. (2007) <i>Assessment for Learning</i> . Maidenhead: McGraw-Hill Education	☒
Essential	Gardner, J. (2012). <i>Assessment and Learning</i> . 2nd ed; London: SAGE.	☒

Essential	Kelly, A.V. (2009) <i>The Curriculum: Theory and Practice: Sixth Edition</i> . London: Sage.	☒
Essential	Pinar, W. (2011) <i>What is Curriculum Theory</i> . London: Lawrence Erlbaum Associates.	☒
Further	Black, P. (2004) <i>Working Inside the Black Box: Assessment for Learning in the Classroom</i> . Slough: NFER.	☒
Further	Boyle B. & Charles M (2014) <i>Formative Assessment for Teaching & Learning</i> . London: Sage.	☒
Further	Marsh, C., (2008) <i>Key Concepts for Understanding Curriculum</i> . London: Routledge.	☒
Further	Moore, A. (2000) <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i> . London: Routledge.	☐
Further	Muijis D. & Reynolds D (2011) <i>Effective Teaching</i> . (3 rd edn) London: Sage	☒
Further	Pollard A. (ed) (2014) <i>Readings for reflective teaching in schools</i> . London: Sage.	☐
Further	Powell, S. (2011) <i>Inclusive Practice in the Lifelong Learning Sector</i> . Exeter: Learning Matters.	☐
Further	Schiro, M. (2012) <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i> . London: Sage.	☐
Further	Tanner, D. (2006) <i>Curriculum Development: Theory into Practice</i> . Cheltenham: Nelson Thornes.	☐
Further	Tummons, J. (2009) <i>Curriculum Studies in the Lifelong Learning Sector</i> . Exeter: Learning Matters.	☒
Further	Tummons J (2011) <i>Assessing Learning in the Lifelong Learning Sector</i> . (3 rd edn) London: Learning Matters.	☒
Further	Welsh Assembly Government (2020) Curriculum for Wales Guidance. HMSO: Cardiff. Available at: https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf	☒
Further	Welsh Assembly Government (2015) <i>Successful Futures-The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf	☒

Module Code	ECES6019C
Title	Making a Difference Together
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- A detailed overview of safeguarding practice from a multiagency perspective in the current policy context

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Report	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6019C	
Module Title	Making a Difference Together	
Classification	Reading List entry	Electronic*

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

Module Code	ECES6021C
Title	Well-being in Education
Date	24/02/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Portfolio	6 elements 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6021C	
Module Title	Well-being in Education	
Classification	Reading List entry	Electronic*
	Bradshaw, J. (2016) <i>The Well-being of Children in the UK</i> . (4 th ed) Bristol: Policy Pr	☒
Essential	Cook, J.W. (ed) (2019) <i>Sustainability, Human Well-being and the Future of Education</i> . Cham: Springer International Publishing	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/futuregenerations-act/?lang=en	☒

Further	Barton, J. (2016) <i>Green Exercise: linking nature, health and well-being</i> . London: Routledge	☒
Further	Bolton, G. and Delderfield, R. (2018) <i>Reflective Practice: writing and professional development</i> (5 th Edition). London: Sage Publications Ltd.	☐
Further	Cherniss, C. and Goleman, D. (2003) <i>The Emotionally Intelligent Workplace: how to select for, measure and improve emotional intelligence in individual groups and organizations</i>	☐
Further	Hanh, T.N. and Weare, K (2017) <i>Happy Teachers Change the World: a guide for cultivating mindfulness in education</i> . Berkeley: Parallax Press	☐
Further	Harrington, R. (2013) <i>Stress, Health and Well-being: Thriving in the 21st Century</i> . Belmont, Ca: Wadsworth Cengage Learning	☐
Further	O'Brien, C (2016) <i>Education for Sustainable Happiness and Well-being</i> . New York: Routledge	☐
Further	Shute, R. (2016) <i>Mental Health and Wellbeing through Schools</i> . London: Routledge	☐
Further	Van der Kolk, B. (2014) <i>The Body Keeps the Score: Brain, mind and body in the healing of trauma</i> . New York: Viking	☐
Further	Williams, M. and Penman, D. (2011) <i>Mindfulness: A Practical Guide to Finding Peace in a Frantic World</i> . London: Piatkus.	☐
Further	Wyn, J. (2009) 'Young People's Well-being: Contradictions in managing the healthy self' in <i>ACHER Australia Healthy Lifestyles Journal</i> 56(1) pp5-10	☒
Further	<i>Education Source</i>	☒
Further	<i>Mindfulness</i>	☒
Further	<i>Newsbank</i>	☒
Further	<i>Proquest Central</i>	☒
Further	<i>Psychology of Well-being: Theory, Research and Practice</i>	☒

Module Code	ECES6023C
Title	Learning Climates
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%

Independent learning	170	85%
Placement learning		10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES6023C	
Module Title	Learning Climates	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. et al. (2018) <i>Learning to Teach in the Primary School</i> , (4th edition) London: Routledge.	☒
Essential	Coe, R., Cesare, A., Higgs, S. & Major, L. (2014) <i>What Makes Great Teaching?</i> Sutton Trust: Durham University. Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf	☒

Essential	Shelton, F. (2008) <i>Effective Behaviour Management in the Primary Classroom</i> , Berkshire: Open University Press.	☒
Further	Barnes, J. (2015) <i>Cross Curricular Learning 3 – 14</i> , (3 rd edition) London: Paul Chapman Publishing.	☐
Further	Bennett, T. (2010) <i>The Behaviour Guru: behaviour management solutions for teachers</i> , London: Continuum International.	☐
Further	Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2007) <i>Assessment for Learning</i> , Maidenhead: McGraw-Hill Education.	☒
Further	Cowley, S. (2010) <i>Getting the Buggers to Behave</i> , New York: Continuum International.	☒
Further	Clarke, S. (2008) <i>Active Learning Through Formative Assessment</i> , London: Hodder Murray.	☐
Further	Demos (2005) <i>About Learning</i> . [Online] Available at: https://www.demos.co.uk/files/About_learning.pdf (Accessed 4/7/17).	☒
Further	Dweck, C. (2012) <i>Mindset</i> , London: Robinson.	☐
Further	Dunn, D. (2017) <i>How to be an Outstanding Primary School Teacher</i> (2 nd ed.), London: Bloomsbury.	☒
Further	Grigg, R. (2010) <i>Becoming an Outstanding Primary Teacher</i> , London: Pearson.	☒
Further	Hattie, J (2009) <i>Visible Learning</i> , Routledge: Oxon.	☒
Further	Rogers, B. (2015) <i>Classroom Behaviour: a practical guide to effective teaching, behaviour management and colleague support</i> , Los Angeles: SAGE.	☐
Further	Wales: Welsh Assembly Government (2015) <i>Successful Futures- The Donaldson Review</i> . HMSO: Cardiff. Available at https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf	☒

MODULES

BA2 (Hons) Early Years Education and Care

BA2 (Hons) Early Years Education and Care: Early Years Practitioner Status

ECEY6004	Inclusive leadership: working together to support families
ECEY6005	Regaining Paradise? Sustainability in the Early Years
ECEY6006	Supporting Children with Additional Learning Needs
ECEY6010	Early Years Curricula
ECEY6011	Leadership and Management for systems of quality
ECEY6012	Leadership skills in entrepreneurship

Module Code	ECEY6004
Title	Inclusive leadership: working together to support families
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To define the concept of working in partnership and critically evaluate the value of relationships when developing quality service delivery to meet the needs of children and families in the Early Years.
- To evaluate and recognise the concept of family and explore this in relation to evidence from social, cultural, health and educational research.
- To critically evaluate the role of Early Years professionals and effective leadership to develop a multi-agency focus towards inclusive and supportive interventions.

LEARNING OUTCOMES

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

- Display a critical awareness of the significance of inclusive leadership, linking professional knowledge and practice in the early years to develop a partnership approach. Promoting inclusive and individualised service provision.
- Critically evaluate the application of strategic policy and professional guidance to the concept of Leadership in Early years' service provision.
- Critically reflect upon challenges, and opportunities to facilitate effective multi-agency working.

INDICATIVE CONTENT

- An exploration of the evidence from research and professional practice to explore the concept of inclusive leadership, with a focus on working together and creating effective partnership working.
- The role of the Early Years Practitioner in relation to the wider professional workforce. Building professional confidence in creating strong partnerships and building respectful resilient multi agency working.

- An exploration of effective communication and evidence based processes/ interventions for developing resilient relationships.
- Identifying and responding to the identified needs of children and families in a multi-disciplinary context. Including the use of effective assessment tools and implementing robust planning processes.
- The integration of reflective practice and evidence based professional development to enhance service provision.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Reflective portfolio	4000 words	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

Module Code	ECEY6004	
Module Title	Inclusive leadership: working together to support families.	
Classification	Reading List entry	Electronic*
Essential	Lindon, J., (2011). <i>Leadership and early years professionalism</i> . London: London : Hodder Education.	☒
Essential	Siraj, I. & Hallet, E., 2016. <i>Effective and caring leadership in the early years</i> , Los Angeles : SAGE	☒
Further	Cottle, M. & Alexander, E. (2014) Parent partnership and 'quality' early years services: practitioners' perspectives, <i>European Early Childhood Education Research Journal</i> , 22:5, 637-659, DOI: 10.1080/1350293X.2013.788314	☒

Module Code	ECEY6005
Title	Regaining Paradise? Sustainability in the Early Years
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure students have a deep understanding of early years education for sustainability and global citizenship in the context of, children's rights, holistic learning and pertinent philosophical, socio-cultural, environmental, economic and policy contexts.
- To ensure students develop an understanding of different viewpoints in relation to sustainability and explore these in a personal and academic context.

LEARNING OUTCOMES

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

- critically analyse current approaches to early years education and care through a sustainability lens;
- critically analyse the relevant philosophical, socio-cultural, historic, legislative and policy contexts in relation to sustainability and citizenship and their significance to early years education and care contexts;
- critically reflect on the child rights, the adult's role, wider socio-cultural-political systems and their own personal engagement in relation to early years education for sustainability;
- organise knowledge and learning through use of a range of information resources, and present work at the appropriate level.

INDICATIVE CONTENT

- Critically evaluate sustainability / sustainable development in the context of current philosophical, theoretical and socio-cultural contexts, including ecocentric and posthumanistic approaches.
- Critiquing children's rights and holistic wellbeing through a sustainability lens. Evaluating and revaluating the interconnectedness of the non-human environment with the socio-cultural, political and economic environment.
- Debating and critiquing the journey towards early years education for sustainability and global citizenship with links to international, national and local policy and curricula contexts.
- Critical evaluation of early years sustainability in context of early years theoretical, pedagogical and research contexts including Froebel, Reggio Emilia, Bruner, Vygotsky and Bronfenbrenner;

- Consideration and reflection of the students' own sustainability context and consideration of personal engagement with the non-human world through holistic approaches including art, story and song. Consideration of interconnectedness with non-human world including significant life experiences, harmony, biophilia, sense of place and children's future rights.

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
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Mode of assessment	Volume	Weighting
Presentation	20 minute presentation Accompanying evidence (equivalent to 2000 words but to take various forms including art, poetry, story, song, ecological study, dance, drama or other)	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6005	
Module Title	Regaining Paradise? Sustainability in the Early Years.	
Classification	Reading List entry	Electronic*
Essential	Davis, J (2015) <i>Young children and the environment : early education for sustainability. Cambridge: Cambridge University Press</i>	☒
Essential	Elliott, S and Davis, J (2014) <i>Research in early childhood education for sustainability: international perspectives and provocations. Oxon: Routledge.</i>	☒
Essential	Elliott, S., Arlemalm-Hagser, E. and Davis, J. (2020) <i>Researching Early Childhood Education for Sustainability Challenging Assumptions and orthodoxies. Oxon: Routledge.</i>	☒
Further	Siraj-Blatchford, J., Hirst, N., Boyd, D. (2018) <i>Understanding sustainability in early childhood education : case studies and approaches from across the UK. Oxon: Routledge.</i>	☒
Further	David, A. (2012) <i>Sustainability : a step-by-step guide to creating a sustainable early years setting. London: Practical Pre-school</i>	☒
Further	Cutter-Mackenzie, A., Boyd, W.; Moore, D. and Edwards, S. (2014) <i>Young Children's Play and Environmental Education in Early Childhood Education. Cham: Imprint Springer; Springer International Publishing</i>	☒
Further	Hadland, D. (2020) <i>Creating an Ecofriendly Early Years Setting. Oxon: Routledge</i>	☒

Module Code	ECEY6006
Title	Supporting Children with Additional Learning Needs
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain deeper knowledge and skills needed to support young children with additional support needs.
- To have a deeper understanding of inclusion, diversity and equality in the field of early years education and care.

LEARNING OUTCOMES

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

- critically evaluate how additional support needs are identified and diagnosed in early years' settings;
- analyse in depth, the impact of barriers and obstacles for children with additional needs;
- explore, in depth, appropriate support strategies for children with specific learning needs;
- apply practical skills, including application of theory in practice, teamwork, developing their own digital skills and an oral presentation.

INDICATIVE CONTENT

- a deconstructive overview of definitions and descriptions of additional learning needs, including consideration of issues related to historical and legislative frameworks. This will include concepts of equal opportunities and access, the impact of legislation and policies on the concept of children's rights, barriers to inclusion, equality, equity and diversity. Students will also examine their understanding of child development and investigate why some children face barriers to play, learning and participation as a result of physical, sensory, communication and/or learning difficulties;
- opportunities to discuss and challenge models of practice that underpin diversity, equality and inclusion will be examined as well as examples of good practice based on theoretical perspectives, e.g. the historic influence of Montessori and Pestalozzi and the current thinking around difference including advocacy, equity and empowering children;
- a critical discussion of the process of early identification of children with additional needs and the procedure laid out in relevant codes of practice. Proposals relating to Children's Right to Appeal and the UN Convention on the Rights of the Child will provide opportunities for further debate;

- opportunities to critically discuss safeguarding procedures in relation to children with additional support needs;
- an analysis of the key importance of parents as partners, as well as appreciation of the roles of the professional services (such as advocacy services, educational psychology services and therapy services).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Group presentation and individual academic poster	Presentation - 15 minutes per group member Academic poster – equivalent to 2,000 words	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6006	
Module Title	Supporting Children with Additional Learning Needs	
Classification	Reading List entry	Electronic*
Essential	Brodie, K. and Savage, K. (2015) <i>Inclusion and early years practice</i> . London: Routledge.	☒
Essential	Devarakonda, C. (2012) <i>Diversity and Inclusion in Early Childhood: An Introduction</i> . London: Sage Publications Ltd.	Yes
Essential	Rix, J. et al. (2010) <i>Equality, Participation and Inclusion: Diverse Perspectives</i> . Hoboken: Taylor and Francis.	Yes
Further	Blandford, S. (2017) <i>Achievement for All in International Classrooms: Improving Outcomes for Children and Young People with Special Educational Needs and Disabilities</i> . London: Bloomsbury Academic.	☒
Further	Dukes, C. (2009) <i>Recognising and planning for special needs in the early years</i> . London: SAGE.	☒
Further	Squires, G. and Armstrong, D. (2012) <i>Contemporary issues in special educational needs: Considering the whole child</i> . Maidenhead: McGraw-Hill/Open University Press.	☒

Module Code	ECEY6010
Title	Early Years Curricula
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically explore the rationale and theoretical underpinnings of relevant Early Years Curricula including approaches to learning and the role of the adult.

LEARNING OUTCOMES

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

- research and demonstrate a critical understanding of Early Years Curricula with reference to theoretical underpinnings, values and approaches to learning;
- critically analyse the complexities of interpretation and implementation of early year's curricula guidance with reference to the role of the adult, assessment and progress tracking;
- critically evaluate methods of assessment, progress tracking and age or stage related development models;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- Explore and critique the rationale and theoretical underpinnings of Early Years curricula as appropriate.
- In depth analysis of the interpretation and implementation of curriculum guidance in practice with links to professionals perceptions. Including the role of the adult and the environment.
- An analytical overview of sociocultural approaches to learning and the implications for practice.
- An examination of the current age and stage approaches to development and progress tracking against the 'unique child' approach to learning; followed by a critical discussion of the complexities of evidencing progress in line with requirements of regulatory and statutory bodies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	27	13%

Independent learning	173	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6 elements	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6010	
Module Title	Early Years Curricula	
Classification	Reading List entry	Electronic*
Essential	Waller, T., Whitmarsh, J., & Clarke, K. (2011). Making sense of theory and practice in early childhood the power of ideas. Maidenhead, England: McGraw Hill/Open University Press.	☒

Essential	Wright, H. (2014). The child in society. Los Angeles: SAGE.	☒
Further	Lewis, Z. (2018). Policy and the image of the child: A critical analysis of drivers and levers in English early years curriculum policy. Early Years (London, England), 1-15.	☒
Further	Macdonald, Natalie, Waters, Jane, & Palaologou, I. (2016). The Early Years Foundation Stage: Theory and Practice Chapter 3 The National Picture. Sage.	☒

Module Code	ECEY6011
Title	Leadership and Management for systems of quality
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To gain a thorough understanding of what is involved in effective leadership of systems which support quality of care, education, and setting performance in a range of early years settings.

LEARNING OUTCOMES

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

- research and demonstrate a critical understanding of registration requirements and inspection procedures, with reference to care and education statutory bodies;
- critically analyse methods of assuring quality of children's care and development with links to statutory policy requirements and the leadership role;
- critically evaluate methods which judge the performance of early years settings, including links to updating and regular review of policies and procedures and the role of umbrella bodies;
- Demonstrate a critical understanding of the impact of developing leading and maintaining an open positive culture to achieve strategies aims and high quality care.
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- an analytic overview of current thinking relating to the leadership role in ensuring good practice in the early childhood context, with particular focus on the requirements of care and education statutory bodies, such as CSSIW, Estyn and Ofsted. Examples of inspection reports will be shared;
- an in depth analysis of the methods of assuring quality of children's care and development with links to statutory policy requirements and the leadership role;
- an examination of the role of the leader regarding umbrella bodies, other partnerships and parent satisfaction in supporting quality of early childhood service; and ability to lead and motivate within an open and transparent culture.
- an exploration of setting self-evaluation documents, including the leader's responsibilities relating to these and setting inspections;
- an analysis of the role of leadership in ensuring a high quality provision which promotes children's rights, care and education.

- An in depth analysis of the role of the leader in ensuring robust continuing professional development within early years setting and the impact this has upon performance, well-being, motivation and high quality care. Focus will be given to employment law in supporting disciplinary and grievance procedures.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Performance Project	30 minutes group discussion with 2000 word reflection	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

Module Code	ECEY6011	
Module Title	Leadership and Management for systems of quality	
Classification	Reading List entry	Electronic *
Essential	Cottle, Michelle. (2012). Quality in early years settings: Government, research and practitioners' perspectives. <i>British Educational Research Journal</i> , 38(4), 635-655.	☒
Essential	Fisher, Julie. "Changing Educational Practice in the Early Years through Practitioner-led Action Research: An Adult-Child Interaction Project." <i>International Journal of Early Years Education</i> . Vol. 20. N.p.: n.p., 2012. 114-30. Print.	☒
Essential	Siraj, I., Kingston, D., & Melhuish, E. (2015). <i>Assessing quality in early childhood education and care : Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2-5 Year-olds provision</i> . London: IOE Press.	☒
Further	Siraj, Iram, and Elaine Hallet. <i>Effective and Caring Leadership in the Early Years</i> . Array: London : SAGE Publications, 2013. Print.	☐
Further	Taylor, Collette. (2015). Learning in Early Childhood: Experiences, relationships and 'Learning to Be'. <i>European Journal of Education</i> , 50(2), 160-175.	☒
Further	OECD (2017) 'The Welsh Education Reform Journey: A rapid policy assessment' Available: http://www.oecd.org/edu/The-Welsh-Education-Reform-Journey.pdf [Accessed: 16/1/18].	☒
Further	Welsh Government (2014a) <i>Flying Start Annex – Quality Childcare Guidance</i> . Welsh Government: Cardiff. Available at: http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en [Accessed: 11/1/18].	☒
Further	Welsh Government (2014b) <i>Independent review of childcare and early education registration, regulation and inspection</i> . Welsh Government: Cardiff. Available at: http://gov.wales/docs/dcells/publications/140815-independent-review-of-childcare-and-early-education-registration-regulation-inspection-en.pdf [Accessed: 05/01/18].	☒
Further	Welsh Government (2017g) 'Qualitative Research with Flying Start Families: Wave 2 report: Executive Summary' Available: http://gov.wales/docs/caecd/research/2017/170131-qualitative-research-flying-start-families-wave-2-summary-en.pdf [Accessed: 16/1/18].	☒

Further	Welsh Government (2017a) <i>Childcare, Play and Early Years Workforce Plan</i> . Welsh Government: Cardiff. Available at: http://gov.wales/docs/dsjlg/publications/cyp/171215-childcare-play-early-years-workforce-plan-en.pdf [Accessed: 05/01/18].	☒
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Module Code	ECEY6012
Title	Leadership skills in entrepreneurship
Date	22/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To gain a thorough understanding of what is involved in developing effective leadership skills in relation to entrepreneurship in the early years.

LEARNING OUTCOMES

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

- research and demonstrate a critical analysis of the principles of effective leadership skills and good practice with links to entrepreneurship and innovation;
- critically evaluate the philosophy of building and sustaining successful partnerships with stakeholders and external agencies;
- critically analyse methods and approaches to business and marketing plans, financial analysis, budget forecasts, risk management and strategic planning within early years settings;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- an analytic overview of current thinking relating to the concept and characteristics of entrepreneurship, ensuring good practice in the early childhood context, with particular focus on economic, dynamic and innovative factors;
- an in depth analysis of the importance of implementing effective leadership and management skills. Focus will be placed upon factors affecting entrepreneurship including personality and environmental factors;
- a comprehensive examination of methods of developing management skills and implementing effective methods of marketing, risk assessments, financial forecasts, feasibility, profitability, sustainability, business and operational plans, capacity building, change management, SWOT and PEST in the context of early years;
- an overview of the entrepreneurial leader: a study of the social entrepreneur as a continual learner and the importance of coaching and the identification of staff

development needs in order to support professional development to ensure a high quality workforce and the need to focus on employability.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Individual business plan portfolio	An individual business plan portfolio (3000 words) to include a 10 minute presentation outlining the aims of the plan	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2022.

INDICATIVE READING LIST

Module Code	ECEY6012	
Module Title	Leadership skills in entrepreneurship	
Classification	Reading List entry	Electronic *
Essential	Hadfield, M., Jopling, M and Needham, M. (2015) <i>Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader</i> . London: Open University Press.	☒
Essential	O'Sullivan, J. (2015) <i>Successful leadership in the early years</i> . London: Bloomsbury (Chapter 8)	☒
Further	Spruijt J. (2017) 'Paradoxes of Entrepreneurial Thinking: Why entrepreneurship can hardly be taught'. Available at SSRN: https://ssrn.com/abstract=2969895 or http://dx.doi.org/10.2139/ssrn.2969895	☒
Further	Apostolopoulos, N. et al. (2018) <i>Entrepreneurship and the sustainable development goals</i> . Edited by N. Apostolopoulos et al. Bingley: Emerald Publishing Limited	☒
Further	Iyigun, N.O. (2019) <i>Creating business value and competitive advantage with social entrepreneurship</i> . Edited by N.O. Iyigun. Hershey, Pennsylvania: Business Science Reference.	☒
Further	Casemore, S. (2018) <i>The unstoppable organization : empower your people, engage your customers, and grow your revenue</i> . 1st edition. Wayne, New Jersey: Career Press	☒
Further	Yi, L.X. et al. (2022) 'Factors influencing entrepreneurial team (ET) performance in education and childcare franchise: case of Malaysia', <i>Management research review</i> , 45(8), pp. 1001–1018. Available at: https://doi.org/10.1108/MRR-05-2021-0350	☒

Further	www.thomascoram.camden.sch.uk www.pengreen.org www.acas.org www.ndna.org.uk www.early-education.org.uk www.ncb.org.uk www.walesppa.org www.mym.co.uk www.tactyc.org.uk www.pacey.org http://www.accaglobal.com/uk/en/business-finance/business-plans/example-cashflow.html https://www.lego.com/en-gb/aboutus/lego-group/the lego history https://www.bokahblocks.com/play https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet#gref https://www.cipd.co.uk/knowledge/strategy/organisational-development/swot-analysis-factsheet#gref	☒
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MODULES

BA (Hons) Early Years Education and Care

BA (Hons) Early Years Education and Care: Early Years Practitioner Status

BA (Hons) Early Years Education and Care (Top-up)

ECEY6010	Early Years Curricula
ECEY6004	Inclusive leadership: working together to support families.
ECEY6006	Supporting Children with Additional Learning Needs
ECEY6012	Leadership skills in entrepreneurship
ECEY6011	Leadership and Management for systems of quality
ECEY6005	Regaining Paradise? Sustainability in the Early Years

Module Code	ECEY6010
Title	Early Years Curricula
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically explore the rationale and theoretical underpinnings of relevant Early Years Curricula including approaches to learning and the role of the adult.

LEARNING OUTCOMES

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

- research and demonstrate a critical understanding of Early Years Curricula with reference to theoretical underpinnings, values and approaches to learning;
- critically analyse the complexities of interpretation and implementation of early year's curricula guidance with reference to the role of the adult, assessment and progress tracking;
- critically evaluate methods of assessment, progress tracking and age or stage related development models;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- Explore and critique the rationale and theoretical underpinnings of Early Years curricula as appropriate.
- In depth analysis of the interpretation and implementation of curriculum guidance in practice with links to professionals perceptions. Including the role of the adult and the environment.
- An analytical overview of sociocultural approaches to learning and the implications for practice.
- An examination of the current age and stage approaches to development and progress tracking against the 'unique child' approach to learning; followed by a critical discussion of the complexities of evidencing progress in line with requirements of regulatory and statutory bodies.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Portfolio	6 elements	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6010	
Module Title	Early Years Curricula	
Classification	Reading List entry	Electronic*
Essential	Waller, T., Whitmarsh, J., & Clarke, K. (2011). Making sense of theory and practice in early childhood the power of ideas. Maidenhead, England: McGraw Hill/Open University Press.	☒
Essential	Wright, H. (2014). The child in society. Los Angeles: SAGE.	☒
Further	Lewis, Z. (2018). Policy and the image of the child: A critical analysis of drivers and levers in English early	☒

	years curriculum policy. Early Years (London, England), 1-15.	
Further	Macdonald, Natalie, Waters, Jane, & Palaiologou, I. (2016). The Early Years Foundation Stage: Theory and Practice Chapter 3 The National Picture. Sage.	☒

Module Code	ECEY6004
Title	Inclusive leadership: working together to support families
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To define the concept of working in partnership and critically evaluate the value of relationships when developing quality service delivery to meet the needs of children and families in the Early Years.
- To evaluate and recognise the concept of family and explore this in relation to evidence from social, cultural, health and educational research.
- To critically evaluate the role of Early Years professionals and effective leadership to develop a multi-agency focus towards inclusive and supportive interventions.

LEARNING OUTCOMES

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

- Display a critical awareness of the significance of inclusive leadership, linking professional knowledge and practice in the early years to develop a partnership approach. Promoting inclusive and individualised service provision.
- Critically evaluate the application of strategic policy and professional guidance to the concept of Leadership in Early years' service provision.
- Critically reflect upon challenges, and opportunities to facilitate effective multi- agency working.

INDICATIVE CONTENT

- An exploration of the evidence from research and professional practice to explore the concept of inclusive leadership, with a focus on working together and creating effective partnership working.
- The role of the Early Years Practitioner in relation to the wider professional workforce. Building professional confidence in creating strong partnerships and building respectful resilient multi agency working.
- An exploration of effective communication and evidence based processes/ interventions for developing resilient relationships.
- Identifying and responding to the identified needs of children and families in a multi-disciplinary context. Including the use of effective assessment tools and implementing robust planning processes.

- The integration of reflective practice and evidence based professional development to enhance service provision.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Reflective portfolio	4000 words	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

Module Code	ECEY6004	
Module Title	Inclusive leadership: working together to support families.	
Classification	Reading List entry	Electronic*
Essential	Lindon, J., (2011). <i>Leadership and early years professionalism</i> . London: London : Hodder Education.	☒

Essential	Siraj, I. & Hallet, E., 2016. Effective and caring leadership in the early years, Los Angeles : SAGE	☒
Further	Cottle, M. & Alexander, E. (2014) Parent partnership and 'quality' early years services: practitioners' perspectives, European Early Childhood Education Research Journal, 22:5, 637-659, DOI: 10.1080/1350293X.2013.788314	☒

Module Code	ECEY6006
Title	Supporting Children with Additional Learning Needs
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain deeper knowledge and skills needed to support young children with additional support needs.
- To have a deeper understanding of inclusion, diversity and equality in the field of early years education and care.

LEARNING OUTCOMES

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

- critically evaluate how additional support needs are identified and diagnosed in early years' settings;
- analyse in depth, the impact of barriers and obstacles for children with additional needs;
- explore, in depth, appropriate support strategies for children with specific learning needs;
- apply practical skills, including application of theory in practice, teamwork, developing their own digital skills and an oral presentation.

INDICATIVE CONTENT

- a deconstructive overview of definitions and descriptions of additional learning needs, including consideration of issues related to historical and legislative frameworks. This will include concepts of equal opportunities and access, the impact of legislation and policies on the concept of children's rights, barriers to inclusion, equality, equity and diversity. Students will also examine their understanding of child development and investigate why some children face barriers to play, learning and participation as a result of physical, sensory, communication and/or learning difficulties;
- opportunities to discuss and challenge models of practice that underpin diversity, equality and inclusion will be examined as well as examples of good practice based on theoretical perspectives, e.g. the historic influence of Montessori and Pestalozzi and the current thinking around difference including advocacy, equity and empowering children;
- a critical discussion of the process of early identification of children with additional needs and the procedure laid out in relevant codes of practice. Proposals relating to Children's Right to Appeal and the

UN Convention on the Rights of the Child will provide opportunities for further debate;

- opportunities to critically discuss safeguarding procedures in relation to children with additional support needs;
- an analysis of the key importance of parents as partners, as well as appreciation of the roles of the professional services (such as advocacy services, educational psychology services and therapy services).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☐ Coursework	☒ Practical
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Mode of assessment	Volume	Weighting
Group presentation and individual academic poster	Presentation - 15 minutes per group member Academic poster – equivalent to 2,000 words	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6006	
Module Title	Supporting Children with Additional Learning Needs	
Classification	Reading List entry	Electronic*
Essential	Brodie, K. and Savage, K. (2015) <i>Inclusion and early years practice</i> . London: Routledge.	☒

Essential	Devarakonda, C. (2012) <i>Diversity and Inclusion in Early Childhood: An Introduction</i> . London: Sage Publications Ltd.	Yes
Essential	Rix, J. et al. (2010) <i>Equality, Participation and Inclusion: Diverse Perspectives</i> . Hoboken: Taylor and Francis.	Yes
Further	Blandford, S. (2017) <i>Achievement for All in International Classrooms: Improving Outcomes for Children and Young People with Special Educational Needs and Disabilities</i> . London: Bloomsbury Academic.	☒
Further	Dukes, C. (2009) <i>Recognising and planning for special needs in the early years</i> . London: SAGE.	☒
Further	Squires, G. and Armstrong, D. (2012) <i>Contemporary issues in special educational needs: Considering the whole child</i> . Maidenhead: McGraw-Hill/Open University Press.	☒

Module Code	ECEY6012
Title	Leadership skills in entrepreneurship
Date	22/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To gain a thorough understanding of what is involved in developing effective leadership skills in relation to entrepreneurship in the early years.

LEARNING OUTCOMES

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

- research and demonstrate a critical analysis of the principles of effective leadership skills and good practice with links to entrepreneurship and innovation;
- critically evaluate the philosophy of building and sustaining successful partnerships with stakeholders and external agencies;
- critically analyse methods and approaches to business and marketing plans, financial analysis, budget forecasts, risk management and strategic planning within early years settings;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- an analytic overview of current thinking relating to the concept and characteristics of entrepreneurship, ensuring good practice in the early childhood context, with particular focus on economic, dynamic and innovative factors;
- an in depth analysis of the importance of implementing effective leadership and management skills. Focus will be placed upon factors affecting entrepreneurship including personality and environmental factors;
- a comprehensive examination of methods of developing management skills and implementing effective methods of marketing, risk assessments, financial forecasts, feasibility, profitability, sustainability, business and operational plans, capacity building, change management, SWOT and PEST in the context of early years;

- an overview of the entrepreneurial leader: a study of the social entrepreneur as a continual learner and the importance of coaching and the identification of staff development needs in order to support professional development to ensure a high quality workforce and the need to focus on employability.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Individual business plan portfolio	An individual business plan portfolio (3000 words) to include a 10 minute presentation outlining the aims of the plan	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2022.

INDICATIVE READING LIST

Module Code	ECEY6012	
Module Title	Leadership skills in entrepreneurship	
Classification	Reading List entry	Electronic*
Essential	Hadfield, M., Jopling, M and Needham, M. (2015) <i>Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader</i> . London: Open University Press.	☒
Essential	O'Sullivan, J. (2015) <i>Successful leadership in the early years</i> . London: Bloomsbury (Chapter 8)	☒

Further	Spruijt J. (2017) 'Paradoxes of Entrepreneurial Thinking: Why entrepreneurship can hardly be taught'. Available at SSRN: https://ssrn.com/abstract=2969895 or http://dx.doi.org/10.2139/ssrn.2969895	☒
Further	Apostolopoulos, N. <i>et al.</i> (2018) <i>Entrepreneurship and the sustainable development goals</i> . Edited by N. Apostolopoulos <i>et al.</i> Bingley: Emerald Publishing Limited	☒
Further	Iyigun, N.O. (2019) <i>Creating business value and competitive advantage with social entrepreneurship</i> . Edited by N.O. Iyigun. Hershey, Pennsylvania: Business Science Reference.	☒
Further	Casemore, S. (2018) <i>The unstoppable organization : empower your people, engage your customers, and grow your revenue</i> . 1st edition. Wayne, New Jersey: Career Press	☒
Further	Yi, L.X. <i>et al.</i> (2022) 'Factors influencing entrepreneurial team (ET) performance in education and childcare franchise: case of Malaysia', <i>Management research review</i> , 45(8), pp. 1001–1018. Available at: https://doi.org/10.1108/MRR-05-2021-0350	☒
Further	www.thomascoram.camden.sch.uk www.pengreen.org www.acas.org www.ndna.org.uk www.early-education.org.uk www.ncb.org.uk www.walesppa.org www.mym.co.uk www.tactyc.org.uk www.pacey.org	☒

	http://www.accaglobal.com/uk/en/business-finance/business-plans/example-cashflow.html https://www.lego.com/en-gb/aboutus/lego-group/the_lego_history https://www.bokahblocks.com/play https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet#gref https://www.cipd.co.uk/knowledge/strategy/organisational-development/swot-analysis-factsheet#gref	
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Module Code	ECEY6011
Title	Leadership and Management for systems of quality
Date	10/03/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To gain a thorough understanding of what is involved in effective leadership of systems which support quality of care, education, and setting performance in a range of early years settings.

LEARNING OUTCOMES

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

- research and demonstrate a critical understanding of registration requirements and inspection procedures, with reference to care and education statutory bodies;
- critically analyse methods of assuring quality of children's care and development with links to statutory policy requirements and the leadership role;
- critically evaluate methods which judge the performance of early years settings, including links to updating and regular review of policies and procedures and the role of umbrella bodies;
- Demonstrate a critical understanding of the impact of developing leading and maintaining an open positive culture to achieve strategies aims and high quality care.
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- an analytic overview of current thinking relating to the leadership role in ensuring good practice in the early childhood context, with particular focus on the requirements of care and education statutory bodies, such as CSSIW, Estyn and Ofsted. Examples of inspection reports will be shared;
- an in depth analysis of the methods of assuring quality of children's care and development with links to statutory policy requirements and the leadership role;
- an examination of the role of the leader regarding umbrella bodies, other partnerships and parent satisfaction in supporting quality of early childhood service; and ability to lead and motivate within an open and transparent culture.
- an exploration of setting self-evaluation documents, including the leader's responsibilities relating to these and setting inspections;
- an analysis of the role of leadership in ensuring a high quality provision which promotes children's rights, care and education.

- An in depth analysis of the role of the leader in ensuring robust continuing professional development within early years setting and the impact this has upon performance, well-being, motivation and high quality care. Focus will be given to employment law in supporting disciplinary and grievance procedures.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam	☐ Coursework	☒ Practical
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Mode of assessment	Volume	Weighting
Practical Performance Project	30 minutes group discussion with 2000 word reflection	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 and the QAA Subject Benchmark Statement for Early Childhood Studies 2019.

INDICATIVE READING LIST

Module Code	ECEY6011	
Module Title	Leadership and Management for systems of quality	
Classification	Reading List entry	Electronic*

Essential	Cottle, Michelle. (2012). Quality in early years settings: Government, research and practitioners' perspectives. <i>British Educational Research Journal</i> , 38(4), 635-655.	☒
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Essential	Fisher, Julie. "Changing Educational Practice in the Early Years through Practitioner-led Action Research: An Adult-Child Interaction Project." <i>International Journal of Early Years Education</i> . Vol. 20. N.p.: n.p., 2012. 114-30. Print.	☒
Essential	Siraj, I., Kingston, D., & Melhuish, E. (2015). <i>Assessing quality in early childhood education and care : Sustained Shared Thinking and Emotional Well-being (SSTEWE) Scale for 2-5 Year-olds provision</i> . London: IOE Press.	☒
Further	Siraj, Iram, and Elaine Hallet. <i>Effective and Caring Leadership in the Early Years</i> . Array: London : SAGE Publications, 2013. Print.	☐
Further	Taylor, Collette. (2015). Learning in Early Childhood: Experiences, relationships and ' Learning to Be'. <i>European Journal of Education</i> , 50(2), 160-175.	☒
Further	OECD (2017) 'The Welsh Education Reform Journey: A rapid policy assessment' Available: http://www.oecd.org/edu/The-Welsh-Education-Reform-Journey.pdf [Accessed: 16/1/18].	☒
Further	Welsh Government (2014a) <i>Flying Start Annex – Quality Childcare Guidance</i> . Welsh Government: Cardiff. Available at: http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en [Accessed: 11/1/18].	☒
Further	Welsh Government (2014b) <i>Independent review of childcare and early education registration, regulation and inspection</i> . Welsh Government: Cardiff. Available at: http://gov.wales/docs/dcells/publications/140815-independent-review-of-childcare-and-early-education-registration-regulation-inspection-en.pdf [Accessed: 05/01/18].	☒
Further	Welsh Government (2017g) 'Qualitative Research with Flying Start Families: Wave 2 report: Executive Summary' Available: http://gov.wales/docs/caecd/research/2017/170131-qualitative-research-flying-start-families-wave-2-summary-en.pdf [Accessed: 16/1/18].	☒

Further	Welsh Government (2017a) <i>Childcare, Play and Early Years Workforce Plan</i>. Welsh Government: Cardiff. Available at: http://gov.wales/docs/ds/lg/publications/cyp/171215-childcare-play-early-years-workforce-plan-en.pdf [Accessed: 05/01/18].	☒
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Module Code	ECEY6005
Title	Regaining Paradise? Sustainability in the Early Years
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure students have a deep understanding of early years education for sustainability and global citizenship in the context of, children's rights, holistic learning and pertinent philosophical, socio-cultural, environmental, economic and policy contexts.
- To ensure students develop an understanding of different viewpoints in relation to sustainability and explore these in a personal and academic context.

LEARNING OUTCOMES

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

- critically analyse current approaches to early years education and care through a sustainability lens;
- critically analyse the relevant philosophical, socio-cultural, historic, legislative and policy contexts in relation to sustainability and citizenship and their significance to early years education and care contexts;
- critically reflect on the child rights, the adult's role, wider socio-cultural-political systems and their own personal engagement in relation to early years education for sustainability;
- organise knowledge and learning through use of a range of information resources, and present work at the appropriate level.

INDICATIVE CONTENT

- Critically evaluate sustainability / sustainable development in the context of current philosophical, theoretical and socio-cultural contexts, including ecocentric and posthumanistic approaches.
- Critiquing children's rights and holistic wellbeing through a sustainability lens. Evaluating and revaluating the interconnectedness of the non-human environment with the socio-cultural, political and economic environment.
- Debating and critiquing the journey towards early years education for sustainability and global citizenship with links to international, national and local policy and curricula contexts.

- Critical evaluation of early years sustainability in context of early years theoretical, pedagogical and research contexts including Froebel, Reggio Emilia, Bruner, Vygotsky and Bronfenbrenner;
- Consideration and reflection of the students' own sustainability context and consideration of personal engagement with the non-human world through holistic approaches including art, story and song. Consideration of interconnectedness with non-human world including significant life experiences, harmony, biophilia, sense of place and children's future rights.

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
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Mode of assessment	Volume	Weighting
Presentation	20 minute presentation Accompanying evidence (equivalent to 2000 words but to take various forms including art, poetry, story, song, ecological study, dance, drama or other)	100%

Assessment Summary

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

This module evidences aspects of the National Occupational Standards for Children's Care, Learning and Development Knowledge and Understanding criteria and is mapped to SCW National Occupational Standards for leadership and management criteria.

This module aligns to the ECSDN Early Childhood Graduate Practitioner Competencies and the QAA Frameworks for Higher Education

INDICATIVE READING LIST

The Leganto Reading list will be updated regularly to ensure current theoretical and professional guidance is incorporated into the module content.

Students will also be directed to relevant journal articles and websites.

Module Code	ECEY6005	
Module Title	Regaining Paradise? Sustainability in the Early Years.	
Classification	Reading List entry	Electronic*
Essential	Davis, J (2015) <i>Young children and the environment : early education for sustainability. Cambridge: Cambridge University Press</i>	☒

Essential	Elliott, S and Davis, J (2014) <i>Research in early childhood education for sustainability: international perspectives and provocations. Oxon: Routledge.</i>	☒
Essential	Elliott, S., Arlemalm-Hagser, E. and Davis, J. (2020) <i>Researching Early Childhood Education for Sustainability Challenging Assumptions and orthodoxies. Oxon: Routledge.</i>	☒
Further	Siraj-Blatchford, J., Hirst, N., Boyd, D. (2018) <i>Understanding sustainability in early childhood education : case studies and approaches from across the UK. Oxon: Routledge.</i>	☒
Further	David, A. (2012) <i>Sustainability : a step-by-step guide to creating a sustainable early years setting. London: Practical Pre-school</i>	☒
Further	Cutter-Mackenzie, A., Boyd, W.; Moore, D. and Edwards, S. (2014) <i>Young Children's Play and Environmental Education in Early Childhood Education. Cham: Imprint Springer; Springer International Publishing</i>	☒
Further	Hadland, D. (2020) <i>Creating an Ecofriendly Early Years Setting. Oxon: Routledge</i>	☒

BA Young People, Communities and Youth Work

Module Code	ECYW6007
Title	Adolescent Well-being and Resilience
Date	05/09/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To enable students to gain a comprehensive understanding of adolescent well-being and resilience in the context of youth and community work.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the difference between objective and subjective well-being and how these can be enhanced through Youth Work in a social model of intervention;
- demonstrate a systematic understanding of aspects of resilience and of factors which support good well-being among young people;
- demonstrate a critical understanding of the importance of the social context of young people in enhancing resilience and understand how well-being is linked to the concept of mental fitness;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- What is well-being? Subjective well-being, objective well-being.
- Understanding the importance of life satisfaction, life meaning and happiness as foundations of well-being.
- Understanding childhood and adolescence and how these important times of life are being experienced by young people in contemporary society.
- The changing nature of adolescence and changes in the public discourse and policy regarding young people.

- Connecting macro political and economic factors and their impacts on young people and families.
- Concepts of resilience.
- Understanding the need for individualized approaches to improving well-being, and what the Youth Worker can learn from understanding and working with social ecological models.
- How social changes impact on adolescence, families and communities, including changing patterns in the use of leisure time and space.
- Understanding family and peer relationships.
- A critical exploration of Adverse Childhood Experience theories.
- How social change has impacted upon children and young people, their physical and mental health (the nature of play, social media, surveillance, bullying, performance management).
- The science of happiness and the role of creative approaches including self-efficacy, mindfulness, and nature based approaches.
- An exploration of the happiest countries and what can be learned from them.
- The impact of people, places and 'FACEs' in promoting adolescent well-being and resilience.

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
Seminar Presentation	30 minutes	100%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW6007	
Module Title	Adolescent Well-being and Resilience	
Classification	Reading List entry	Electronic*
Essential	Butter, S., Shevlin, M., Gibson-Miller, J., McBride, O., Hartman, T. K., Bentall, R. P., Bennett, K., Murphy, J., Mason, L., Martinez, A. P., & Levita, L. (2024) Psychological distress, wellbeing and resilience: modelling adolescent mental health profiles during the COVID-19 pandemic. <i>Discover Mental Health</i> , 4(1), 16–16.	☒
Essential	Singh, N. and Subhashini, J. (Eds.) (2021) <i>Mindfulness-based Interventions with Children and Adolescents Research and Practice</i> . Routledge.	☒
Essential	Ungar, M. (2011) The Social Ecology of Resilience: Addressing Contextual and Cultural Ambiguity of a Nascent Construct, in American Journal of Orthopsychiatry, 2011, Vol. 81, No. 1, 1–17.	☒
Further	Davison, J., Stewart-Knox, B., Connolly, P., Lloyd, K., Dunne, L., & Bunting, B. (2021) Exploring the association between mental wellbeing, health-related quality of life, family affluence and food choice in adolescents. <i>Appetite</i> , 158, 105020–105020.	☐
Further	Mareva, S., Chapman, B., Hardwick, R., Hewlett, C., Mitchell, S., Sanders, A., & Hayes, R. (2024) The Mental Wellbeing of Child and Adolescent Mental Health Service (CAMHS) Workers in England: A Cross-Sectional Descriptive Study Reporting Levels of Burnout, Wellbeing and Job Satisfaction. <i>Healthcare</i> (Basel), 12(4), 430-441.	☐
Further	O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruyar, S., & Reilly, P. (2018) Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. <i>Clinical Child Psychology and Psychiatry</i> , 23(4), 601–613.	☐

Further	Pachauri, S., and Pachauri, A. (Eds.) (2023) <i>Global Perspectives of COVID-19 Pandemic on Health, Education, and Role of Media</i> . Singapore, Springer Nature. [Online]	☐
Further	Pearcey, S., Burgess, L., Shum, A., Sajid, E., Sargent, M., Klampe, M.L., Lawrence, P.J., and Waite, P. How the COVID-19 Pandemic Affected Young People's Mental Health and Wellbeing in the UK: A Qualitative Study. <i>Journal of adolescent research</i> , 2024-11, Vol. 39 (6), p. 1573-1600.	☐
Further	Sonuga-Barke, E.J.S., (2018) The way we do the things we do. <i>The Journal of Child Psychology & Psychiatry</i> , 59, 1–4.	☐
Further	Lilja, J.L., Kimber, B., Eriksson, C., Henriksson, B., and Skoog, T. Does the Delivery System Matter? The Scaling-Out of a School-Based Resilience Curriculum to the Social Services Sector, <i>Front. Psychiatry</i> , 04 May 2021. Sec. Public Mental Health, Volume 12 - 2021 https://doi.org/10.3389/fpsyt.2021.578048	☒
Further	Public Health Wales. (2018) <i>Health and Well-being: A Guide to Working with Young People</i> , Cardiff, Public Health Wales.	☐
Further	Ungar, M., (2015) Practitioner Review: Diagnosing childhood resilience—A systemic approach to the diagnosis of adaptation in adverse social and physical ecologies. <i>The Journal of Child Psychology & Psychiatry</i> , 56, 4–17.	☐

Module Code	ECYW6008
Title	Placement 3: The impact of People, Places and Spaces
Date	09/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop students to become exemplary Youth Work practitioners through immersive placement experiences, promoting the development of advanced professional competencies to develop a cohort of emerging Youth Work specialists.
- To explore the interconnectedness of places, people and spaces in shaping the experiences and development of young people.

LEARNING OUTCOMES

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

- demonstrate the successful completion of 250 hours on placement in accordance with the principles and values of Youth Work, and engaging proactively in supervision;
- demonstrate advanced professional competencies in Youth Work, including effective communication, ethical decision-making, and the ability to apply theoretical knowledge to real-world situations within diverse youth settings;
- develop and utilise critical reflection skills to evaluate their own practice, identify areas for improvement, and continuously enhance their effectiveness as Youth Work practitioners, including recognising the boundaries of their knowledge and capabilities and when to seek support and guidance;
- demonstrate specialised knowledge and skills in specific areas of Youth Work, showcasing the ability to innovate and adapt their practice to meet the evolving needs of young people and the Youth Work sector;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Critical examination of the theory and philosophy of Youth and Community Work, the voluntary and maintained sectors and their link to students chosen practice area.
- The significance of 'Association' - people, places and spaces in Youth Work.
- Exploring contemporary Youth Work theories and their practical implications.
- Integrating theory into practice through case studies and real-world examples.
- Identifying emerging trends and challenges in the Youth Work sector.
- Evaluation of the role of the professionally qualified worker within Youth and Community Work practice.
- Understanding organisations, their values and purpose – tools for analysis and future proofing.

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%
TOTAL	100	100%
Placement learning	Placement 3: 250 hours	

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	4000 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Learning Mentor's Report	End of practice report on the completion of Placement 3	10%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Supervisor's Report	End of practice report on the completion of Placement 3	10%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW6008	
Module Title	Placement 3: The impact of People, Places and Spaces	
Classification	Reading List entry	Electronic *
Essential	Council for Wales of Voluntary Youth Services (2022) <i>Youth Work in Wales, Principles and Purposes</i> [Online]. Available at: BOOKLET (Accessed 12.11.24).	☒
Essential	de St Croix, T., & Doherty, L. (2024) "Capturing the magic": grassroots perspectives on evaluating open youth work. <i>Journal of Youth Studies</i> , 27(4), 486–502.	☐
Essential	YouthLink Scotland (2015) <i>The Impact of Universal Youth Work</i> . [Online] Available at: Impact of Universal Youth Work YouthLink Scotland Accessed 12.11.24	☒
Further	Hugh-Jones, S., Butcher, I., & Bhui, K. (2024) <i>Co-design and evaluation of a youth-informed organisational tool to enhance trauma-informed practices in the UK public sector: a study protocol</i> . <i>BMJ Open</i> , 14(3), e078545–e078545.	☐
Further	UK Youth (2024) <i>Unlocking Youth Work</i> [Online]. Available at: UKYouthStrategyPaperFINAL.pdf (Accessed 12.11.24).	☒
Further	Ward, S., McBride, M., & Watson, N. (2024) <i>Evaluating youth empowerment in neighbourhood settings: applying the capabilities 3C model to evidence and extend the social justice outcomes of</i>	☐

	<i>youth work in Scotland</i> . Journal of Youth Studies, 27(1), 125–140.	
Further	Welsh Government (2021) <i>The Quality Mark for Youth Work in Wales: Introduction and guidance</i> [Online] Available at: https://www.ewc.wales/site/index.php/en/documents-eng/accreditation/quality-mark/384-quality-mark-for-youth-work-in-wales-introduction-and-guidance/file (Accessed 12.11.24).	☒
Further	Williams, D. (2021). <i>An Exploration of Youth Work's Impact on the Subjective Well-being of Young People</i> . [Online] Available at: https://www.youthworkwales.org.uk/wp-content/uploads/2023/03/Darrel-Williams-PhD.pdf (Accessed 12.11.24)	☒

Module Code	ECYW6009
Title	Youth in Action: Tackling Today's Toughest Issues
Date	09/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To equip students with the in-depth knowledge and understanding of some of the toughest issues which impact upon the lives of young people in contemporary society to include trauma, exploitation, ACEs, County Lines and toxic childhood.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the social factors which impact upon young people and their families in contemporary society, and the consequent impact upon Youth Work practice and wider services for young people;
- critically consider the ways that Youth Work practitioners can best support young people and their parents/guardians/families who are facing these challenges;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An exploration of a range of issues which affect young people in contemporary society, which include Child Sexual Exploitation, homelessness, addiction, poverty, obesity, toxic childhood, and County Lines.
- Understanding how trauma can affect young people's future life chances.
- Understanding society, the how this shapes and impacts upon both young people and the services that support them.
- An exploration of the range of ways young people can be supported through these challenges including the foundational relationship building as a means of buffering young people and promoting transformational change.
- Self-care – its place within practice.

- The place of Restorative Practice in supporting young people and their parents/guardians/families.

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	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Resource	Equivalent of 2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW6009	
Module Title	Youth in Action: Tackling Today's Toughest Issues	
Classification	Reading List entry	Electronic*
Essential	Aynsley-Green, A. (2018) <i>The British Betrayal of Childhood, Challenging Uncomfortable Truths and Bringing About Change</i> . Routledge, London.	☐
Essential	Larkin, M. (2013) <i>Health and Well-being across the life course</i> . London: Sage Publications.	☐
Essential	McLeod, J. (2015) <i>Rethinking youth wellbeing: critical perspectives</i> . Singapore: Springer.	☐
Essential	Palmer, S. (2015). <i>Toxic childhood: how the modern world is damaging our children and what we can do about it</i> (New edition.). Orion.	
Further	Adam, E.K, Chyu, L, Hoy, L.T, Doane, L.D, Boisjoly, J, Duncan, J, Chase-Lansdale, L, and McDade, W.M. 'Adverse Adolescent Relationship Histories and Young Adult Health: Cumulative Effects of Loneliness, Low Parental Support, Relationship Instability, Intimate Partner Violence, and Loss', <i>Journal of Adolescent Health</i> , Vol.49, Issue 3. September 2011, p278-286.	☐
Further	Austin, A. On Well-Being and Public Policy: Are We Capable of Questioning the Hegemony of Happiness? <i>Social Indicators Research</i> , 2016, Vol.127(1), pp. 123-128.	☐
Further	Betton, V., & Woollard, J. (2018). <i>Teen mental health in an online world: Supporting young people around their use of social media, apps, gaming, texting and the rest</i> . Jessica Kingsley Publishers.	☐
Further	Burger, K, and Samuel, R. 'The Role of Perceived Stress and Self-Efficacy in Young People's Life Satisfaction; A Longitudinal Study'. <i>Journal of Youth and Adolescence</i> , 2017. Vol. 46(1) 78-90.	☐
Further	Hartas, D. (2014) <i>Parenting, Family Policy and Children's Well-being in an Unequal Society, A new Culture War for Parents</i> . Palgrave Macmillan: Basingstoke.	☐
Further	McGimpsey, I. Late neoliberalism: Delineating a policy regime. <i>Critical Social Policy</i> , 2017, Vol.37(1), pp64-84.	☐
Further	Youth & Policy: Critical analysis of issues and policies relating to young people — Youth & Policy	☒

Module Code	ECYW6010
Title	Youth Work Works!
Date	09/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To equip students with advanced knowledge and skills in Youth Work programme development, emphasizing the integration of young people's voices, effective fundraising strategies, robust evaluation methods, and impactful publicity techniques, to enhance their ability to design and implement successful young person-led programmes.

LEARNING OUTCOMES

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

- demonstrate an advanced understanding of Youth Work programme development, to include interpreting their development needs, capturing young people's voices, fundraising, evaluation and publicity;
- critically evaluate the complex and diverse effects of Youth Work interventions on young people and their communities;
- demonstrate an advanced understanding of methodologies used to assess the broader societal impact of Youth Work practices;
- demonstrate a systematic understanding of the significance of raising awareness and celebrating the impact of Youth Work;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An in depth understanding of the diverse environments in which Youth Work takes place across statutory and voluntary settings.
- Exploration of relevant and pertinent national and international frameworks and policy contexts when developing innovative and holistic approaches to Youth Work practice.
- Exploration of a range of methods to evaluate the impact of Youth Work upon young people and the surrounding community.

- An exploration of the benefits of Youth Work upon the cognitive development of young people.
- An evaluation of the potential impact of engaging in Youth Work practice on the well-being of young people.
- The development of skills in the planning and evaluation of Youth Work practice, in partnership with young people, including programme design, fundraising and impact measurement.
- The role of reflective practice for developing self and professional practice as applied to Youth Work, in our ongoing work with young people.
- The role of the Youth Worker in advocating and campaigning for the Youth Work profession, and in celebrating and publicising its impact and value.
- The key steps of project development including assessing the needs of young people/the community, project design, bid-writing and evaluation and managing relationships with stakeholders.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements (Equivalent to 4000 words)	100%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW6010	
Module Title	Youth Work Works!	
Classification	Reading List entry	Electronic*
Essential	Doherty, L. and De St Croix, T., (2021). <i>Valuing youth work: research informed practical resources for youth workers. Reflecting on the value and evaluation of youth work</i> . London: Centre for Public Policy Research, King's College London.	☐
Essential	Routley, C. and Sved, R., (2023). <i>Fundraising strategy</i> . London: Directory of Social Change.	☐
Essential	de St Croix, T., (2018). Youth work, performativity and the new youth impact agenda: getting paid for numbers? <i>Journal of Education Policy</i> , 33(3), pp.414-438. DOI: 10.1080/02680939.2017.1372637.	☐
Further	Breeze, B., Day Lafferty, D. and Wiepking, P., (2023). <i>The Fundraising Reader</i> . 1st ed. London: Russell House Publishing.	☐
Further	McGregor, C., 2015. Universal youth work: a critical review of the literature. Edinburgh: University of Edinburgh. Available at: https://www.pure.ed.ac.uk/ws/portalfiles/portal/29655477/Youth_Work_Literature_Review_Final_May_2015.pdf	☒
Further	Murphy, S., (2020). <i>Lynx Detached Youth Work Project: The social value of youth work</i> . Social Return on Investment Report (SROI). London: [Publisher not specified].	☐
Further	Volker, T., (2017). <i>Social return on investment analysis</i> . Cham: Springer.	☐
Further	YMCA, 2022. <i>Devalued: A decade of cuts to youth services</i> . [online] Available at: https://www.ymca.org.uk	☒

Module Code	ECGE6003Q
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.

- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	ECGE6003Q	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐

Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

BA (top-up) Inclusive Education

Module Code	ECIE6005
Title	Independent Project in Inclusive Education
Date	04/03/2026
Level	6
Credits	40
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop the ability of students to engage critically and innovatively with an aspect of theory and/or practice relevant to their subject area in order to produce an in-depth project.

LEARNING OUTCOMES

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

- identify an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for the project utilising relevant investigative methods in order to produce a response;
- evidence in-depth knowledge and critical understanding of the chosen topic and justify the relevance of the project;
- evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

INDICATIVE CONTENT

- Approaches methods and techniques of research and enquiry.
- Conducting and writing literature reviews/justifications.
- Ethical considerations when engaging in research/project work.
- Presenting, illustrating and disseminating data and outputs.
- Problem Solving, creativity and entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	1500 words	15%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Project	Maximum 10 elements, 6800 word equivalent	85%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECIE6005	
Module Title	Independent Project in Inclusive Education	
Classification	Reading List entry	Electronic*
Essential	Waters, S.; Johnson, H. Bell, J. (2024) <i>Doing your research project : a guide for first-time researchers</i> . Eighth edition. Maidenhead, Open University Press.	☒
Essential	Tilly, L. (2022) <i>Health and social care research methods in context : applying research to practice</i> . Oxon, UK: Routledge, Taylor & Francis Group.	☒
Essential	Robson, C. (2024) <i>Real world research : a resource for users of social research methods in applied settings</i> . Fifth edition., Hoboken, NJ: John Wiley & Sons.	☒
Further	Kara, H. (2020) <i>Creative research methods : a practical guide</i> , Second edition., Bristol: Policy Press.	☒

Further	Lemon, N.; Mannay, D., McPherson, M., De Gryuter, W. Kara, H. (2021) <i>Creative research methods in education : principles and practices</i> . Bristol: Policy Press	☒
Further	Crow, G., (2021) <i>Community studies : research methods</i> London: Bloomsbury Academic.	☒
Further	Wellington, J. & Hammond, M. (2021) <i>Research methods : the key concepts</i> . Second edition., London: Routledge.	☒

Module Code	ECIE6006
Title	Beyond the classroom: Exploring the power of outdoor learning
Date	04/03/2026
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To demonstrate understanding of the debates in outdoor pedagogy and critically reflect upon the role of outdoor learning in Wales and further afield.

LEARNING OUTCOMES

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

- critically analyse the importance of outdoor learning in the physical, emotional, experiential and healthy development of children and young people;
- critically evaluate the principles and practices of sustainability within outdoor learning environments, demonstrating an ability to apply sustainable approaches to planning, delivery, and reflection in educational contexts;
- critically reflect upon inclusive approaches to out-of-classroom learning and real-life experiences in nature.

INDICATIVE CONTENT

- A review of the purposes of outdoor learning including an exploration of theory and strategies.
- An examination of the policies and practice in Wales.
- Introduce a variety of case studies of best practice in different educational settings in Wales and further afield.
- Identify the influences made by outdoor education to social inclusion and individual development.

Study Time Allocation

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflection	2000 words	50%

Assessment Summary

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

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE6006	
Module Title	Beyond the classroom: Exploring the power of outdoor learning	
Classification	Reading List entry	Electronic*
Essential	White, J. (2020). <i>Playing and Learning Outdoors The Practical Guide and Sourcebook for Excellence in Outdoor Provision and Practice with Young Children</i> . London: Routledge	☒
Essential	Jeffer, T. & Ord, J. (2018). <i>Rethinking outdoor, experiential and informal education : beyond the confines</i> . London: Routledge	☒
Essential	Becker, P., Humberstone, B., Loynes, C. & Schirp, J. (2020). <i>The Changing World of Outdoor Learning in Europe</i> . London: Routledge	☒
Essential	Cottrell, J. R & Cottrell, S. P. (2020). 'Outdoor skills education: what are the benefits for health, learning and lifestyle?' <i>World Leisure Journal</i> , 62(3), 2020-07-02, 219 - 241	☒
Essential	Grindheim, L.T., Sørensen, H.V. and Rekers, A. (eds.), (2021). <i>Outdoor learning and play: Pedagogical practices and children's cultural formation</i> . Cham: Springer	☒

Essential	Barfield, P.A., Ridder, K., Hughes, J. & Rice-McNeil, K. (2021). 'Get Outside! Promoting Adolescent Health through Outdoor After-School Activity. <i>International journal of environmental research and public health</i> ', 18(14), 2021-07-06, 7223	☒
Further	Parry, J. & Allison, P. (2020). <i>Experiential Learning and Outdoor Education Traditions of practice and philosophical perspectives</i> . London: Routledge	☐
Article	Tinney, G. (2023). <i>Big changes! The Great Outdoors and the Curriculum for Wales</i> Available at Big changes! The Great Outdoors and the Curriculum for Wales - Research Repository	☒

Module Code	ECIE6007
Title	Digital Pedagogies and Professional Practice
Date	04/03/2026
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To broaden students' knowledge and understanding of digital competence in different educational and individual contexts.

LEARNING OUTCOMES

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

- critically evaluate how digital tools influence teaching and learning, considering both opportunities and challenges;
- demonstrate the ability to apply inclusive, digitally enhanced learning experiences that link current theories of digital pedagogy to practice;
- reflect on personal and professional digital competencies, identifying strategies for ongoing development in response to emerging educational technologies.

INDICATIVE CONTENT

- Exploration of key concepts, models, and frameworks that underpin digital teaching and learning, including constructivist, connectivist, and heutagogical (autonomous, lifelong learner) approaches.
- Strategies for creating equitable digital spaces that support diverse learners, including considerations of accessibility, universal design, and cultural responsiveness.
- Development of digital skills for teaching, assessment, collaboration, and professional growth, with emphasis on critical reflection and ethical use of technology.
- Critical analysis of tools such as AI, virtual reality, and learning analytics, and their implications for pedagogy, learner engagement, and educational outcomes.

Study Time Allocation

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Blog	Minimum of 4 entries (4000 words)	100%

Assessment Summary

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

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE6007	
Module Title	Digital Pedagogies and Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Matteo Stocchetti, 2020. <i>The Digital Age and Its Discontents</i> , Helsinki University Press.	☒
Essential	Rennie, F., Smyth, K. (2020). <i>Digital Learning: The Key Concepts</i> . London: Routledge	☒
Essential	Rafalow, M. (2020) <i>Digital Divisions: How schools create Inequalities in the Tech Era</i> . London: The University of Chicago Press, Ltd.	☒
Further	Porayska-Pomsta, Kaška et al., (2018). Blending Human and Artificial Intelligence to Support Autistic Children's Social Communication Skills. <i>ACM Transactions on Computer-Human Interaction (TOCHI)</i> , 25(6), pp.1–35.	☒

Further	Kalolo, J.F., (2018). Digital revolution and its impact on education systems in developing countries. <i>Education and information technologies</i> , 24(1), pp.345–358.	☒
Further	Costa, C., Bhatia, P., Murphy, M. and Pereira, A.L., (2023). Digital education colonized by design: Curriculum reimagined. <i>Education Sciences</i> , 13(9), p.895. [online] Available at: https://www.mdpi.com/2227-7102/13/9/895	☒

Module Code	ECIE6008
Title	Classroom Management: Theory, Practice and Professional Reflection
Date	04/03/2026
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To critically evaluate key strategies to classroom management, linking practice to key psychological theoretical frameworks and recent and relevant research.

LEARNING OUTCOMES

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

- critically evaluate key theories and models of classroom management and behaviour support;
- critically analyse the impact of classroom environment, routines, and relationships on pupil behaviour and learning;
- reflect on professional practice in managing behaviour and promoting positive learning climates.

INDICATIVE CONTENT

- An analysis of the theories and recent research related to the effective management of classrooms including the use of digital technologies.
- An examination of school policies relating to classroom management, such as behaviour management and safeguarding.

Study Time Allocation

Allocation of teaching hours to deliver the module are:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Video: Resource - Digital Tool Kit	5 minutes	50%

Assessment Summary

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

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE6008	
Module Title	Classroom Management: Theory, Practice and Professional Reflection	
Classification	Reading List entry	Electronic*
Essential	Chaplain, R. (2016). <i>Teaching without disruption in the primary school : a practical approach to managing pupil behaviour</i> . Second edition., Abingdon, Oxon; New York, NY:Routledge.	☒
Essential	Chaplain, R. (2017). <i>Teaching without disruption in the secondary school : a practical approach to managing pupil behaviour</i> . Second edition., London: Taylor & Francis	☒
Essential	Ellis, S., & Tod, J. (2018). <i>Behaviour for Learning: Promoting positive relationships in the classroom</i> . . 2nd edn. Abingdon; New York: Routledge.	☒
Essential	Korpershoek, Hanke et al. (2016). <i>A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students'</i>	☒

	<i>Academic, Behavioral, Emotional, and Motivational Outcomes. Review of educational research</i> , 86(3), pp.643–680.	
Essential	Watson, M., 2018. <i>Learning to Trust: Attachment Theory and Classroom Management</i> , New York: Oxford University Press	☒
Further	Gaastra, G., Groen, Y., Tucha, L. & Tucha, O. (2020) <i>Unknown, Unloved? Teachers' Reported Use and Effectiveness of Classroom Management Strategies for Students with Symptoms of ADHD</i> Child & Youth Care Forum, 49(1), 2020, 1 - 22	☒
Further	Balzer, G. (2024) <i>Decolonising the Classroom</i> Decolonising the Classroom - Futurum	☒

Module Code	ECIE6009
Title	Global Perspectives on Education
Date	04/03/2026
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To critically analyse aspects of the global challenges facing access to education for all, particularly in the majority world, and the role of governments and international organisations in seeking to overcome these.

LEARNING OUTCOMES

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

- identify and demonstrate critical understanding of the barriers facing universal education;
- critically analyse the role of local organisations, communities, governments and international bodies in seeking to overcome these barriers.

INDICATIVE CONTENT

- A critical analysis of the rationale and impact of international directives such as Human Rights; United Nations Convention on the Rights of the Child (UNCRC); African Charter on the Rights and Welfare of the Child (ACRWC).
- A critical evaluation of the impact of Millennium Development Goals (MDGs); Sustainable Development Goals (SDGs); Education For All (EFA).
- Engagement in the international debate surrounding appropriate forms of aid.
- Examination of the effects of colonisation.
- Reflection on global gender issues; gender discrimination, conflict and the displaced child, childhood, with a focus on Africa: the value of a child; child labour; child soldiers; child brides; trafficking/slavery; the marginalised, e.g. the disabled child.

Study Time Allocation

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case study	3000 words	75%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation	5 minutes per person (maximum of 4 per group)	25%

Assessment Summary

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

The Welsh Government's five Professional Standards for Assisting Teaching (Teaching Assistants) of Pedagogy, Professional Learning, Innovation, Leadership and Collaboration are embedded in this module. Students will be actively engaged in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

INDICATIVE READING LIST

Module Code	ECIE6009	
Module Title	Global Perspectives on Education	
Classification	Reading List entry	Electronic*
Essential	Yelland, N.J. (2021) <i>The SAGE Handbook of Global Childhoods</i> . 1st ed. London: SAGE Publications Ltd.	☒
Essential	Wulff, A. (2024) Sneaking out the back door? Interrogating the role of governments in the global governance of SDG 4. <i>International review of education</i> . 70 (4), 603–620.	☒
Essential	Molima Bameka, C. (ed.) (2025) <i>Children and violence : agency, experience, and representation in and beyond armed conflict</i> . First edition. Abingdon, England ; New York: Routledge.	☒
Essential	Lingard, B.; (2020) <i>Globalisation and Education</i> . London: Routledge	☒

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