

MODULE DIRECTORY

LEVEL 5

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 5 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

ECE5006C	All Means All
ECE5021C	The Enquiring Mind: Creative Approaches to Teaching and Learning
ECE5022C	The Three Rs
ECE5014C	Alternative learning environments
ECE5017C	Community engaged learning
ECE5020C	Educational Research

Module Code	ECES5006C
Title	All Means All
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- An introduction to the principles of inclusive practice in educational settings, with a historical consideration of the development of inclusive practice.
- A critical discussion regarding inclusive strategies, drawing on good practice guidelines from a range of sources including the Index for Inclusion.
- An introduction to the concept of inclusive learning environments, and the impact of the environment on inclusion, including a consideration of ICT.
- Issues related to inclusive education, access issues, supporting families and supporting individuals in achieving their rights in education.
- An overview of statutory and regulatory frameworks, a consideration of the concept of additional learning needs, and the impact of policy on practice.
- A consideration of the implications of living in a diverse society – values, attitudes and skills.
- A consideration of the importance of well-being and positive mental health.
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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
Practitioner's Guide	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5006C	
Module Title	All Means All	
Classification	Reading List entry	Electronic*
Essential	Booth, T. & Ainscow M. (2011) <i>Index for Inclusion: developing learning and participation in schools</i> . Bristol: CSIE.	☒
Essential	Knowles, G. (2011) <i>Supporting Inclusive Practice</i> . Abingdon: David Fulton Publishers.	☒
Essential	Wales: NAfW (2002) <i>The Special Educational Needs Code of Practice for Wales</i> . Cardiff: National Assembly for Wales also available online at http://learning.gov.wales/resources/collections/spld-framework?lang=en	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Essential	Wales: Welsh Government (2018) <i>Additional learning needs (ALN) transformation programme</i> . Cardiff: National Assembly for Wales. Also available online at https://gov.wales/sites/default/files/publications/2018-09/additional-learning-needs-aln-transformation-programme-v2.pdf	☒
Essential	Wales: Welsh Government (2018) <i>Additional Learning Needs and Education Tribunal (Wales) Act</i> . Cardiff: National Assembly	☒

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

Module Code	ECES5021C
Title	The Enquiring Mind: Creative Approaches to Teaching and Learning
Date	14/03/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a good knowledge and understanding of the principal features, aims, concepts and values of scientific and creative enquiry, to develop a broad understanding of the variety of contexts in which scientific and creative learning take place and the range of different roles of participants in the learning process and become critically aware of barriers to implementing creative approaches within settings.

LEARNING OUTCOMES

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

- Engage with and have a broad and balanced knowledge of the fundamental aims, concepts, values and contexts of scientific and creative enquiry and technological innovation.
- Reflect upon the role and status of creativity within educational theory, policy and practice from the early years through to higher education.
- Recognise and reflect upon the cultural context of scientific and creative enquiry

INDICATIVE CONTENT

- The 'rhetorics' of creativity and links to practice
- The investigation and exploration of the concept of creativity.
- Exploring connections, similarities and differences between creative and other forms of learning
- Creativity, ESDGC and technological innovation
- Emerging technology – software and applications for the development and support of creative learning environments
- Establishing a context for the learner – discussion and analysis of various learning styles and the relationship to creativity
- Defining the role of creativity in relation to culture, the economy, society and the individual
- Exploring creative approaches and creative curriculum designs
- Examining scientific and creative play strategies

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
Digital Portfolio	4000 words equivalent	100%

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5021C	
Module Title	The Enquiring Mind: Creative Approaches to Teaching and Learning	
Classification	Reading List entry	Electronic*
Essential	Leimanis-Wyatt, M. (2010) <i>A Practical Step-by-step Guide to Setting up a Creative Learning Environment</i> , London: Routledge.	☐
Essential	McIntosh, P. and Warren, D. (2013) <i>Creativity in the Classroom: Case Studies</i> , Bristol: Intellect.	☐
Further	Beetham, H. (2020). <i>Rethinking Pedagogy for a Digital Age: Principles and Practices of Design</i> . (3 rd edition). London: Routledge.	☒
Further	Connery, C., John-Steiner, V. and Marjanovic-Shane, A. (2012) Can Creativity, Imagination and Play Become Central Pedagogical Principles in Education?: <i>Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning Making, and the Arts</i> . New York: Peter Lang Publishing.	☒
Further	Moyles, J. (2010) <i>The Excellence of Play</i> , (3 rd edition). Berkshire: Open University Press.	☒
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒

Further	Smith, D. (2013) <i>An Independent Report for the Welsh Government into Arts in Education in the Schools of Wales</i> . Available at: http://wales.gov.uk/topics/educationandskills/publications/wagreviews/arts-in-education-review/?lang=en	☐
Further	Throne, K. (2007) <i>Essential Creativity in the Classroom</i> , London: Routledge.	☐

Module Code	ECES5022C
Title	The Three Rs
Date	14/03/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the legislation, policy and practice related to the development of literacy, numeracy and digital skills and to analyse the role of literacy, numeracy and digital skills in enhancing learning and life-long achievement.

LEARNING OUTCOMES

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

- identify, analyse and evaluate effective approaches to raising levels of achievement in numeracy and literacy including the use of digital technologies;
- evaluate the links between literacy, numeracy and digital competence skills and other curriculum areas.

INDICATIVE CONTENT

- Exploration of the need and of current approaches to raising standards of literacy, numeracy and digital competence
- Consider links with Curriculum for Wales 2022 areas of learning and experience
- The cross-curricular frameworks (Wales)
- Welsh Government priorities and links to theory, policy and practice
- Development of mathematics/numeracy teaching and learning in the UK and Wales
- Development of language/literacy teaching and learning in the UK and Wales
- Development of ICT/digital competence teaching and learning in the UK and Wales
- Understanding numeracy skills including numerical reasoning
- Understanding literacy skills including reading, talking and listening and writing including poetry
- Analysis of the role of assessment in raising levels of cross-curricular skills
- The cross-curricular approach to effective teaching and learning
- Literacy, numeracy, digital competence workshops

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
Case Study of Effective Practice	4000 words	100%

Exemplar: Present a case study highlighting effective cross-curricular teaching and learning of literacy, numeracy and digital competence skills. Consider how you would monitor, develop and assess numeracy and literacy skills within a cross-curricular context. You may wish to focus on a specific pupil group (such as gender difference or additional learning needs) to provide a clear focus for your overall argument.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5022C	
Module Title	The Three Rs	
Classification	Reading List Entry	Electronic
Essential	Barnes, J. (2015) <i>Cross-Curricular learning 3-14</i> . 3rd edn. London: Sage Publications.	☐
Essential	Beauchamp, G. (2017) <i>Computing and ICT in the Primary School: From Pedagogy to Practice</i> , London: Longman.	☒
Essential	Wales (2013) <i>National Literacy and Numeracy Framework</i> . Cardiff: Welsh Government. Available at http://learning.wales.gov.uk/docs/learningwales/publications/130415-Inf-guidance-en.pdf	☒
Further	Browne, A. (2009) <i>Developing Language and Literacy 3-8</i> . London: Paul Chapman Publishing.	☐
Further	Fisher, R. & Williams, M. (2006) <i>Unlocking Literacy</i> . (2nd edition) London: David Fulton Publishers.	☐
Further	Jones, S., Davies, A., Tanner, H. (2020) <i>Developing numeracy in the secondary school: a practical guide for students and teachers</i> , London: Routledge	☒

Further	Koshy, V. & Murray, J. (2002) <i>Unlocking Numeracy</i> . London: David Fulton Publishers	☐
Further	Welsh Government (2022) <i>Curriculum for Wales</i> , Available at: Curriculum for Wales - Hwb (gov.wales)	☒
Further	Widin, J., Yasukawa, K. and Chodkiewicz, A (2012) <i>Teaching Practice in the Making: Shaping and Reshaping the field of adult language, literacy and numeracy teaching</i> , Australian Journal of Adult Learning, 2012, Vol. 52 (1), p.9-38	☒

Module Code	ECES5014C
Title	Alternative learning environments
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	6 entries (4000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5014C	
Module Title	Alternative learning environments	
Classification	Reading List entry	Electronic*
Essential	Carnie, F. (2017) <i>Alternative Approaches in Education: A guide for teachers and parents</i> . Abingdon: Routledge	☒
Essential	Parry, J. and Allison, P. (2016) <i>Experiential Learning and Outdoor Education</i> . London: Routledge	☒
Essential	Rosaleen, J. (2012) <i>Outdoor Learning: Past and Present</i> . Berkshire: Open University Press	☒
Further	Freire, P., (2004) <i>Pedagogy and Hope: Reliving Pedagogy of the Oppressed</i> . London: Routledge	☐
Further	Knight, S. (2011) <i>Risk and Adventure in Early Years Outdoor Play : Learning from Forest Schools</i> . London :SAGE, 2011	☐
Further	Knight, S. (2011). <i>Forest School for All</i> . London: SAGE Publications	☐
Further	Neill, A.S. (1960) <i>Summerhill: A Radical Approach to Child-Rearing</i> . Oxford: Hart.	☐
Further	Wilson, R. (2011) <i>A. Nature and Young Children : Encouraging Creative Play and Learning in Natural Environments</i> . 2nd ed. Abingdon: Routledge	☒
Further	Woods,P. and Woods, G. <i>Alternative Education for the 21st Century Philosophies, Approaches, Visions</i> . 1st ed. London: Palgrave	☒
Further	Becker, P., Humberstone,B.,Loynes,C and . Schirp. J (2018) <i>The Changing World of Outdoor Learning in Europe</i> . London: Routledge,	☒
Further	DCELLS (2009) <i>Foundation Phase Outdoor Learning Handbook</i> , Cardiff: WAG also available online at http://learning.gov.wales/resources/collections/foundation-phase?lang=en	☒
Further	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available	☒

	at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	
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Module Code	ECES5017C
Title	Community engaged learning
Date	24/02/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	6 elements (4000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5017C	
Module Title	Community engaged learning	
Classification	Reading List entry	Electronic*
Essential	Edwards, C. (2011) <i>Communication and Community Engagement</i> , Dubuque: Kendall Hunt	☒
Essential	Rumley, Ma. (2020) <i>Modern-Day Strategies for Community Engagement: How to Effectively Build Bridges Between People and the Bottom Line</i> Purposely Created Publishing Group	☒
Essential	Wales: Welsh Government (2015) <i>Wellbeing of Future Generations Act (Wales) 2015</i> . Cardiff: HMSO. Available at http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Further	Beck, D. and Purcell, R. (2010) <i>Popular Education Practice for Youth and Community Development Work</i> . Exeter: Learning Matters.	☒
Further	Butin, D. W. and Seider, S. (2012) <i>The Engaged Campus: Certificates, Minors, and Majors as the New Institutionalization (Community Engagement in Higher Education)</i> , London: Palgrave Macmillan.	☐

Further	Craig, G. (eds) (2011) <i>The Community Development Reader: History, themes and issues</i> . Bristol: The Policy Press.	☒
Further	Ledwith, M. (2015) <i>Community development in action: Putting Freire into Practice</i> . London: Policy Press	☐
Further	Schuetze, H. G. (2010) <i>The community engagement and service mission of universities</i> , Leicester: National Institute of Adult Community Education.	☐
Further	Watson, D. (2007) <i>Managing Civic and Community Engagement (Managing Universities and Colleges: Guides to Good Practice)</i> , Maidenhead: Open University Press.	☐
Further	Somerville, P. (2011) <i>Understanding Community: Politics, policy and practice</i> , Bristol: The Policy Press.	☐

Module Code	ECES5020C
Title	Educational Research
Date	22/02/2023
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Presentation	15 minute oral presentation with accompanying slides or academic poster (equivalent to 2000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECES5020C	
Module Title	Educational Research	
Classification	Reading List entry	Electronic*
Essential	Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (eds.), (2014) <i>Understanding research with children and young people</i> . London: SAGE.	☒
Essential	Harcourt, D. and Sargeant, J., (2012) <i>Doing ethical research with children</i> . Maidenhead: Open University Press/McGraw-Hill.	☒
Essential	Sharp J, (2012). <i>Success with your Education Research Project</i> (2nd edition.). London: Sage.	☒
Further	Alderson, P. and Morrow, V. (2004) <i>Ethics, Social Research and Consulting with Children and Young People</i> . Barkingaside: Barnardos	☒
Further	Bell, J. (2010) <i>Doing Your Research Project: A guide for first-time researchers in education, health and social science</i> . 5th ed. Mc Graw Hill : London	☐
Further	Christensen, P. and James, A. (2008) <i>Research with Children: Perspectives and Practices</i> . 2nd ed. Oxon: Routledge	☒
Further	Cresswell, J. W. (4th edition) (2014) <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> . Pearson Education International.	☐

Further	Etherington, K. (2004) <i>Becoming a Reflexive Researcher: Using Ourselves in Research</i> London: Jessica Kingsley.	☒
Further	Greig, A., Taylor, J. and MacKay, T. (2013) <i>Doing research with children : a practical guide</i> London: Sage	☒
Further	Kay, E., Tisdall, J. and Gallagher, M. (2009) <i>Researching with Children and Young people: Research design, methods and analysis.</i> London: Sage	☐
Further	Kellett, M. (2010) <i>Rethinking Children and Research: Attitudes in contemporary society.</i> London: Continuum	☐
Further	Koshy, V. (2009) <i>Action Research for Improving Educational Practice</i> , (2nd edition) London, Paul Chapman Publishing.	☒
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners.</i> (4th edition). Sage Publications: London.	☐
Further	McNamee, M. & Bridges, D. (2002) <i>The Ethics of Educational Research</i> , Oxford: Blackwells.	☒
Further	McNiff, J. Lomax, P. & White, J. (2009) <i>You and Your Action Research Project</i> , 3rd edition London: Routledge Falmer.	☐
Further	Muijs, D. (2011) <i>Doing Quantitative Research in Education with SPSS</i> , 2nd edition, London: Sage.	☒
Further	Thomson, P. (2008) <i>Visual Research with Children and Young people.</i> London: Routledge	☐
Further	Wilkinson, D. (2000) <i>The Researcher's Toolkit</i> , London: Routledge.	☒

MODULES

BA2 (Hons) Early Years Education and Care

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

ECEY5004	Language and Literacy in the Digital Age
ECEY5005	Awe and wonder- science, mathematics and the outdoors
ECEY5006	Leadership and teamwork in the early years
ECEY5012	Health, wellbeing and lifestyles
ECEY5013	Curious minds: exploring Maths, Science and digital worlds
ECEY5017	Safeguarding: practice, legislation and the multi-disciplinary team

Module Code	ECEY5004
Title	Language and Literacy in the Digital Age
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain a deeper understanding of language and literacy in the development of young children.

LEARNING OUTCOMES

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

- analyse, in depth, children's language development and early literacy from pre-birth to seven years;
- identify and analyse a range of approaches to early literacy, including digital literacy;
- identify and analyse, in depth, their own role in encouraging and supporting children's oracy, reading, writing and digital literacy skills;
- apply practical skills which include application of theory in practice, develop their own digital skills and an oral presentation.

INDICATIVE CONTENT

- an in-depth analysis of the stages of language acquisition: neonate identification of sound, cooing and babbling, holophrastic stage, naming and lexical development, development of infant questioning, discourse and questioning in early years; an examination of theoretical and international perspectives of language development in the early years. The work of Chomsky, Vygotsky, Skinner, Bruner, Lenneberg and other psycholinguistics will be carefully examined;
- an exploration of a range of approaches to early literacy, and reading specifically, with opportunities to critically evaluate some key research findings. Cultural and political influences on approaches will be investigated as well as relevant frameworks. Students will have opportunities to investigate and discuss literacy strategies, including the range and diversity of children's books, including e-books, and their implementation in early years' settings through play and how literacy can be integrated into other areas of children's learning;
- children's early literacy activities such as singing, nursery rhymes, poetry, jigsaws, sorting, matching, map making and pattern recognition will be considered. Students will be encouraged to consider these issues in relation to

bilingualism and also children with heritage languages. The influence of gender on literacy will also be explored. Students will be introduced to a range of early remedial techniques and also explore how these are influencing practice such as using movement and technology to develop reading;

- an investigation of the influences of a range of media on young children's language and literacy as well as learn how to promote and support their digital competency in these areas. This will include evaluating research on the use of information technology such as computers, computer games, programmable equipment and white boards as well as television.

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	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio	15 minute presentation and 2,000 word analysis	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	ECEY5004	
Module Title	Language and Literacy in the Digital Age	
Classification	Reading List entry	Electronic*
Essential	Bower, V. (Ed.) (2014) <i>Developing Early Literacy 0-8</i> . London: Sage Publications Ltd.	☒
Essential	Larson, J. (2014) <i>Making Literacy Real: Theories and Practices for Teaching and Learning</i> . London: Sage Publications Ltd.	☒
Essential	Neaum, S. (2012) <i>Language and Literacy for the Early Years</i> . London: Sage Publications Ltd.	☒
Essential	Hayes, C. (2016) <i>Language, Literacy and Communication in the Early Years: A Critical Foundation</i> . Northwich: Critical Publishing Ltd.	☒
Essential	Whitehead, M. R. (2010) <i>Language & Literacy in the Early Years 0-7</i> . London: Sage Publications Ltd.	☒
Further	Dickinson, D. K. & Morse, A. B. (2019) <i>Connecting through talk</i> . London: Paul H. Brookes Publishing Co.	☒
Further	Erstad, O. & Gillen, J. (2020) <i>Theorizing digital literacy practices in early childhood</i> . London: Routledge.	☒
Further	Kucirkova, N. (2018) <i>How and Why to Read and Create Children's Digital Books</i> . London: UCL Press.	☒
Further	Lysaker, J. T. (2019) <i>Before words</i> . London: Teachers College Press.	☒
Further	Whitehead, M. R. (2009) <i>Supporting language and literacy development in the early years</i> (2 nd Ed). Maidenhead: Open University Press.	☒

Module Code	ECEY5005
Title	Awe and wonder- science, mathematics and the outdoors
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to acquire skills, knowledge and enthusiasm relating to promoting holistic early learning in a range of stimulating and challenging outdoor environments.
- To develop students' ability to identify and promote scientific, mathematical and numeracy learning within a holistic and cross-curricular early years context.

LEARNING OUTCOMES

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

- evaluate the principles and practice of providing young children with challenging outdoor learning environments which support holistic learning, curiosity, discovery, exploration and experimentation;
- analyse approaches to developing science, mathematical and numeracy concepts and how these approaches support early years frameworks and curricula;
- evaluate the role of children, adults and wider systems when developing early science, mathematical and numeracy skills
- organise their knowledge and learning through use of a range of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

- An overview of the value of diverse outdoor environments for young children's holistic learning and development, including discussion of influential theorists, authors and pedagogies, such as Froebel, Maslow, Piaget, Dewey, Steiner, Louv, forest school, Scandinavian approaches and Reggio Emilia;
- Reflect and evaluate the perceptions and interpretation of science, mathematics and numeracy in the context of current early years practice and wider philosophical, theoretical, research and policy debates;
- Exploration of the use of outdoor environments to underpin scientific, mathematical and numeracy skills and concepts. Current debates including open ended play and learning, loose parts, play affordance, schemas, risk and challenge posthumanism philosophies, sustainability discourse and children's rights will be framed in the context of developing and supporting early scientific, mathematical and numeracy thinking.

- Exploration of relevant and pertinent national and international frameworks and policy contexts when developing innovative and holistic approaches to early scientific, mathematical and numeracy learning.
- Debate and re-evaluate the role of the child, adult and wider socio-cultural systems when promoting children's engagement and agency in relation to scientific, mathematical and numeracy skills and concepts.

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	Equivalent to 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

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	ECEY5005	
Module Title	Awe and wonder- science, mathematics and the outdoors	
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> . Oxon: Routledge.	☒
Essential	Keith, L. (2018) <i>Developing Young Children's Mathematical Learning Outdoors: Linking Pedagogy and Practice</i> . Oxon: Routledge.	☒
Essential	Tunncliffe, S. D. (2015) <i>Starting Inquiry-based Science in the Early Years: Look, Talk, Think and Do</i> . Oxon: Routledge.	☒
Further	Sargent, M. (2015) <i>Developing Early Science Skills Outdoors: Activity Ideas and Best Practice for Teaching and Learning Outside</i> . London: Practical Pre-school.	☒
Further	Sargent, M (2015) <i>Developing Early Maths Skills Outdoors: Activity Ideas and Best Practice for Teaching and Learning Outside</i> . London: Practical Pre-school.	☒
Further	Robertson, J. (2017) <u>Messy Maths: A playful, outdoor approach for early years</u> . Carmarthen: Independent Thinking Press.	☒
Further	Johnson, J. and Watts, A. (2019) <i>Developing Creativity and Curiosity Outdoors: How to Extend Creative Learning in the Early Years</i> . Oxon: Routledge	☒
Further	Knight, S. (2013) <i>Forest School and Outdoor Learning in the Early Years</i> . London: Sage	☒
Further	Watts, A (2020) <i>Outdoor Learning through the Seasons: An Essential Guide for the Early Years</i> . Oxon: Routledge.	☒
Further	Bilton, H., Bento, G. and Dias, G. (2017) <i>Taking the First Steps Outside: Under threes learning and developing in the natural environment</i> . Oxon: Routledge.	☒

Module Code	ECEY5006
Title	Leadership and teamwork in the early years
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain a deeper understanding of what is involved in effective team work, statutory requirements, employment law and leadership styles in early years settings.
- To gain a deeper 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:

- analyse the concept of leadership and the philosophy and principles of leadership styles in early years settings and demonstrate a deep understanding of the role, responsibilities and impact of effective early years leaders;
- consider effective methods of building and retaining early years teams, understanding the statutory requirements of employment law, qualifications and training in order to provide high quality provision;
- research and demonstrate a deep understanding of inspection requirements, research and demonstrate a critical understanding of statutory requirements, with reference to care and education statutory bodies;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- An in depth analysis current thinking relating to leadership and leadership styles as well as its role in ensuring effective teamwork in an early childhood context, with particular focus on leadership typologies; Focus will be placed upon issues such as crucial forms of communication and specific challenges such as conflict.
- An exploration of a range of approaches to building and leading an early years team, with due regard to statutory requirements and employment law and procedures, such as careful and thorough recruitment, induction processes, appraisals, identifying individual needs of staff and ensuring continuous

professional development and quality training with a focus on retention, in order to ensure a high quality workforce.

- An analytic overview of current thinking relating to the role of in ensuring a high quality provision which promotes, rights, care and education, with particular focus on the requirements of care and education statutory bodies.
- An in depth analysis of the role of the early years leader and the early years team in ensuring integrated partnership working with parents, carers, families and key people in order to build and retain successful, respectful and professional relationships in a multi-professional context, in order to ensure high quality 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
Group presentation	30 minutes	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, websites and appropriate Apps.

Module Code	ECEY5006	
Module Title	Leadership and teamwork in the early years	
Classification	Reading List entry	Electronic *
Essential	Aubrey, C. (2011) <i>Leading and Managing in the Early Years</i> . London: Sage.	☐
Essential	Cook, J. (2013) <i>Leadership and Management in the Early Years</i> . London: Practical Preschool Books.	☐
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	Hadfield, M., Jopling, M & Needham, M. (2015) <i>Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader</i> . London: Open University Press.	☐
Essential	OECD 'Starting Strong' (No Date) Available at: http://www.keepeek.com/Digital-Asset-Management/oecd/education/starting-strong-2017_9789264276116-en#page12 [Accessed: 05/01/18]	☒
Essential	Siraj, I. and Hallet, E (2013). <i>Effective and Caring Leadership in the Early Years</i> . Array: London : SAGE Publications.	☐
Further	Hallet, E. (2014) <i>Leadership of Learning in Early Years Practice: A professional learning resource</i> . London: Institute of Education Press.	☐
Further	Northouse, P. (2010) <i>Leadership, Theory and Practice</i> . London: Sage.	☐
Further	Siraj, I., Kingston, D., & Melhuish, E. (2015). <i>Assessing quality in early childhood education and care : Sustained Shared Thinking and Emotional Well-being (SSTEWS) Scale for 2-5 Year-olds provision</i> . London: IOE Press.	☐
Further	Van Damme, D. (December 6 th 2017) <i>How can countries close the equity gap in education?</i> Education & Skills Today: Global perspectives on education and skills. Blog [On-line]. Available from: https://oecdeducationtoday.blogspot.co.uk/2017/12/how-can-countries-close-equity-gap-in.html	☒
Further	National Day Nurseries Association: http://www.ndna.org.uk/NDNA/Cymru/NDNA_Cymru.aspx	☒
Further	Mudiad Meithrin: https://www.meithrin.cymru/	☒
Further	Family Point Wales:	☒

	https://familypoint.cymru/family-information-service-wales/	
Further	Children in Wales: http://www.childreninwales.org.uk/	☒
Further	Joseph Rowntree Foundation: https://www.jrf.org.uk/	☒
Further	Education Endowment Foundation: https://educationendowmentfoundation.org.uk/	☒
Further	Public Health Wales: https://www.publichealthnetwork.cymru/en/people/life-stages/early-years/	☒

Module Code	ECEY5012
Title	Health, wellbeing and lifestyles
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

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

LEARNING OUTCOMES

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

- develop a deep understanding of the holistic child and the significance of the interconnected nature of health wellbeing and lifestyle;
- explore and critically evaluate theoretical models of health, wellbeing and lifestyles;
- develop an understanding of the role of practitioners in supporting the health and wellbeing of children, families and communities.

INDICATIVE CONTENT

- An exploration of relevant theoretical models to support concept development.
- The significance of behaviour change and its importance in enhancing health for children, families and communities. Application to professional practice and tools and models will be critiqued.
- A deep exploration of the concept of holistic approaches to health and wellbeing, supported with current and seminal research.
- Global, social and cultural factors that affect health, well-being and lifestyles will be explored. A focus on poverty and health inequality will be further developed.
- Application to professional practice will be emphasised to create a real world understanding of challenges to positive health and wellbeing.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Poster	2000 word equivalent	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video	5 minutes	50%

Assessment Summary

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

For students on the EYPS programme, 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.

INDICATIVE READING LIST

Module Code	ECEY5012	
Module Title	Health, wellbeing and lifestyles	
Classification	Reading List entry	Electronic*
Essential	Lynch, T. (2024) <i>Physical education and wellbeing: global and holistic approaches to child health and academic learning</i> . Second edition. Cham: Palgrave Macmillan. Available at: https://doi.org/10.1007/978-3-031-72874-7 .	☒
Essential	Jewson, B.P. and Skinner, R. (2024) <i>Speech, language and communication for healthy little minds: practical ideas to promote communication for wellbeing in the early years</i> . Abingdon, Oxon; Routledge, Taylor & Francis Group.	☒
Further	Pote, H., Picciotto, A. and Norris, C. (2024) <i>Child Psychology : Pathways to Good Practice</i> . 1st ed. Newark: John Wiley & Sons, Incorporated.	☒
Further	Souza, A.A. de (ed.) (2024) <i>Updates on Physical Fitness in Children</i> . London: IntechOpen.	☒

Module Code	ECEY5013
Title	Curious minds: exploring Maths, Science and digital worlds
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To explore how children engage with STEM and digital concepts through play and inquiry, underpinned by relevant theory, enabling students to design inclusive learning environments and critically reflect on their role in supporting exploration, problem-solving, and addressing challenges such as digital inequality and curriculum constraints.

LEARNING OUTCOMES

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

- evaluate the role of curiosity and inquiry-based learning in children's engagement with mathematical, scientific, and digital concepts;
- demonstrate an understanding of foundational mathematical, scientific, and digital principles and their relevance to children's everyday experiences and development;
- design and reflect on inclusive, developmentally appropriate learning experiences that integrate maths, science, and digital technologies to support children's holistic learning.

INDICATIVE CONTENT

- The role of curiosity in early childhood development.
- Inquiry-based and experiential learning theories (e.g., Piaget, Vygotsky, Bruner).
- The importance of play in STEM learning.
- Early numeracy skills.
- Everyday maths and science in children's environments.
- Early Scientific skills.
- Digital literacy and competence in early childhood.

- Using digital tools to support exploration and creativity.
- Risks and ethical considerations in digital play.
- Creating and designing inclusive, stimulating and developmentally appropriate learning environments and experiences that promote maths, science and digital elements.
- Facilitating curiosity and inquiry and scaffolding children's thinking.
- Identifying challenges such as misconceptions in early maths, science and digital literacy, addressing digital inequality and access, curriculum constraints, access issues, practitioner reluctance , pressures, gender bias etc.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4000 words (Presentation of a learning experience and a written component of 2000 words)	100%

Assessment Summary

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

For students on the EYPS programme, 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.

INDICATIVE READING LIST

Module Code	ECEY5013	
Module Title	Curious minds: exploring Maths, Science and digital worlds	
Classification	Reading List entry	Electronic*
Essential	Arnott, L. (2017) <i>Digital Technologies and Learning in the Early Years</i> . London: Sage.	☒
Essential	Cohen, L. and Waite-Stupiansky, S. (2019) <i>STEM in Early Childhood Education; How Science, Technology, Engineering, and Mathematics Strengthen Learning</i> . New York: Routledge.	☒
Essential	Garvey, D. (2023) <i>Little Brains Matter: A Practical Guide to Brain Development and Neuroscience in Early Childhood</i> . London: Routledge.	☒
Further	Ampartzaki, M. and Kalogiannakis, M. (2022) <i>Early childhood education : innovative pedagogical approaches in the post-modern era</i> . London: IntechOpen.	☒
Further	Donald, A. (2023) <i>Not Just for the Boys: Why We Need More Women in Science</i> . Oxford: Oxford University Press.	☒
Further	Erstad, O., Flewitt, R., Kummerling-Meibauer, B. and Pires Pirera, I. (2020) <i>The Routledge Handbook of Digital Literacies in Early Childhood</i> . London: Routledge.	☒
Further	Pecaski McLennan, D. (2023) <i>Joyful Math : Invitations to Play and Explore in the Early Childhood Classroom</i> . London: Routledge.	☒
Further	Tunnicliffe , S. and Kennedy , T. (2022) <i>Play and STEM Education in the Early Years: International Policies and Practices</i> . London: Springer.	☒

Module Code	ECEY5017
Title	Safeguarding: practice, legislation and the multi-disciplinary team
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop a thorough understanding of safeguarding and child well-being, empowering students to act professionally and confidently in keeping children safe from harm, while recognising the vital role of multiagency collaboration in early years practice.

LEARNING OUTCOMES

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

- analyse in depth, ethical and legislative frameworks and public policies and critically evaluate the links between well-being and safeguarding together with an analysis of the implications of the UN Convention on the Rights of the Child;
- demonstrate a deep understanding of the work of Regional Safeguarding Boards, different professionals involved with the safeguarding process and the importance of multi-agency and multi-disciplinary practice;
- identify personal and professional development and elements of good practice, through critical self-reflection.

INDICATIVE CONTENT

- An analysis of key case studies in order to gain a deeper understanding of how specific cases have impacted on current legislation. This will provide students with opportunities to consider, in greater depth, the historical context of safeguarding, the cultural, economic and social constructs of neglect and emotional abuse and its effect on children's well-being and sense of self.
- Types, indicators and signs and symptoms, causes, barriers to disclosing and protecting oneself in relation to safeguarding and child protection.
- In depth analysis on current legislation and focus in particular on key inquiries such as the Laming, Clywch, Bichard and Munro reports and the power imbalance between children and adults outlined in these seminal reports.
- an overview of the concept of children's rights which will focus on the UN Convention on the Rights of the Child and its impact as an underpinning legislation relating to children in Wales and the UK.
- Provide students with a clear understanding of their personal responsibilities and current procedures in the workplace and beyond. Developing social and legal views of safeguarding children, together with current best practice and procedures will also be studied.

- Contextual approaches to safeguarding and promoting cultural responsiveness.
- The importance of on-going professional development and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	26	13%
Independent learning	174	87%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Seminar Presentation	20 minutes per member	100%

Assessment Summary

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

For students on the EYPS programme, 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.

INDICATIVE READING LIST

Module Code	ECEY5017	
Module Title	Safeguarding: practice, legislation and the multi-disciplinary team	
Classification	Reading List entry	Electronic*
Essential	Baginsky, M., Driscoll, J., Purcell, C., Manthorpe, J. and Hickman, B. (2022) <i>Protecting and safeguarding children in schools : a multi-agency approach</i> . Bristol: Policy Press.	☒
Essential	Buckler, R. (2023) <i>Developing child-centred practice for safeguarding and child protection</i> :	☒

	<i>strategies for every early years setting</i> . Abingdon: Routledge.	
Essential	Firmin, C. and Lloyd, J. (2023) <i>Contextual Safeguarding: The Next Chapter</i> . Bristol: Policy Press.	☒
Further	Bain, K. and Harris, J. (2024) <i>Social Work, Parents and the Child Protection Process: Representations of Parents in Policy, Organisation and Social Work Practice</i> . Bristol: Policy Press.	☒
Further	Falch-Eriksen, A. and Toros, K. (2022) <i>Professional Practice in Child Protection and the Child's Right to Participate</i> . Abingdon: Routledge.	☒
Further	Firmin, C., Lefevre, M., Huegler, N. and Peace, D. (2022) <i>Safeguarding Young People beyond the Family Home: Responding to Extra-Familial Risks and Harms</i> . Bristol: Policy Press.	☒
Further	Gallagher, S. (2026) <i>Safeguarding in the Early Years</i> . London: Sage.	☒
Further	Holmes, D. (2022) <i>Safeguarding Young People: Risk, Rights, Resilience and Relationships (Knowledge in Practice)</i> . London: Jessica Kingsley.	☒

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)

ECEY5010	Research for Learning
ECEY5011	Safeguarding: practice, legislation and the multi-disciplinary team
ECEY5009	Well-being, care and healthy living
ECEY5004	Language and Literacy in the Digital Age
ECEY5005	Awe and wonder- science, mathematics and the outdoors
ECEY5006	Leadership and teamwork in the early years

Module Code	ECEY5010
Title	Research for Learning
Date	10/03/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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	ECEY5010	
Module Title	Research for Learning	
Classification	Reading List entry	Electronic*
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> , 7th edition. London: Routledge.	☒
Essential	Harcourt, D, Perry, B. and Waller, T. (Eds) (2011). <i>Researching young children's perspectives: debating the ethic and dilemmas of educational research with children</i> Abingdon: RoutledgeFalmer.	☐
Essential	Roberts-Holmes, G. (2018) <i>Doing your Early Years Research Project</i> , 4th edition. London: Sage.	☐
Essential	Mukherji, P. & Albon, D. (2018) <i>Research Methods in Early Childhood</i> .3rd edition London: Sage Publications.	☐
Essential	Bell, J. (2005) <i>Doing Your Research Project: a guide for first time researchers in education and social science</i> , (4th ed) Buckingham: Open University Press.	☒
Further	Bell, J. (2014) <i>Doing Your Research Project: a guide for first time researchers</i> , (6th ed) Buckingham: Open University Press.	☐
Further	Cresswell, J. W. (4th edition) (2014) <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> . Pearson Education International	☒
Further	Coe, R. et al. (2017) <i>Research Methods & Methodologies In Education</i> . 2nd Ed. London: Sage.	☐
Further	Kumar, R. (2014) <i>Research Methodology: A Step-by- Step Guide for Beginners</i> . 4th edition. Sage Publications: London.	☐
Further	Palaiologou, P. (2012) <i>Ethical Practice in Early Childhood</i> . London: Sage.	☐

Module Code	ECEY5011
Title	Safeguarding: practice, legislation and the multi-disciplinary team
Date	22/02/2023
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

- in line with Level 3 Safeguarding Training with lecture content and assessment aligning to in depth training in 'Safeguarding Children', providing students with a clear understanding of their personal responsibilities and current procedures in the workplace and beyond. Developing social and legal views of safeguarding children, together with current practice and procedures will also be studied.

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 minute group discussion and 2000 word portfolio	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 2022.

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, websites and appropriate Apps.

Module code	ECEY5011	
Title of Module	Safeguarding: practice, legislation and the multi-disciplinary team	
Classification	Items from the Reading List	Electronic*
Essential	Clark, M. & Waller, T. (2007) <i>Early Childhood Education and Care: Policy and Practice</i> . London: Sage Publications.	☒
Essential	Department of Education. (2013) <i>Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children</i> . London: Shurville Publishing.	☐
Essential	Lindon, J. (2012) <i>Safeguarding and Child Protection 0 – 8 years, (4th Ed): Linking Theory and Practice</i> . Oxon: Hodder Education.	☐
Essential	Miller, L., (2012) <i>Policy Issues in the Early Years</i> . London: Sage Publications.	☐
Essential	Powell, J. & Uppal, E.L. (2012) <i>Safeguarding Babies and Young Children: A Guide to Early Years Professionals</i> . Maidenhead: Open University Press.	☐
Essential	Reid, J. & Burton, S. (2014) <i>Safeguarding and Protecting Children in the Early Years</i> . Oxon: Routledge Publishing.	☐
Essential	Ward, H. (2012) <i>Safeguarding Babies and Very Young Children from Abuse and Neglect (Safeguarding Children Across Services)</i> . London: Jessica Kingsley Publishers.	☐
Further	Appleton, J.V. & Peckover, S. (2015) <i>Child Protection, Public Health and Nursing (Protecting Children and Young People)</i> . Edinburgh: Dunedin Academic Press.	☐
Further	Hughes, L. & Owen, H. (eds) (2009) <i>Good Practice in</i>	☐

	<i>Safeguarding Children: Working Effectively in Child Protection</i> . London: Jessica Kingsley Publishers.	
Further	McCarthy, T. (2015) <i>The Common-Sense Guide to Improving the Safeguarding of Children: Three Steps to Make a Real Difference</i> . London: Kingsley Publishers.	☐
Further	Pengelly, R. (2013) <i>What Every Manager Should Know about Safeguarding Children – A Handbook</i> . Guildford: Grosvenor House Publishing Ltd.	☐
Further	Radford, L. (2012) <i>Rethinking Children, Violence and Safeguarding (New Childhoods)</i> . London: Continuum.	☐
Further	All Wales Child Protection Procedures 2008 on www.awcpp.org.uk .	☒

Module Code	ECEY5009
Title	Well-being, care and healthy living
Date	10/03/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

The module will include:

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

examine legislation and safe practices related to the use of medication in social care settings/work settings;

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

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
Presentation and Briefing paper	15 minutes and 2000 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

Module Code	ECEY5009	
Module Title	Well-being, care and healthy living	
Classification	Reading List entry	Electronic*
Essential	Bradshaw, J. (2016) <i>The well-being of children in the UK</i> 4th ed., London: The Policy Press.	☐
Essential	Powell, J. (2012) <i>Safeguarding babies and young children: a guide for early year's professionals</i> . London: Open University Press.	☐
Essential	Roberts, R. (2010) <i>Wellbeing from Birth</i> . London: Sage.	☐
Essential	Robinson, M. (2014) <i>The Feeling Child: Laying the Foundations of Confidence and Resilience</i> . London: Routledge.	☐
Essential	Schady et al. (2015) <i>The early years: child well-being and the role of public policy</i> . New York: Palgrave MacMillan	☒
Essential	Schweiger, G. & Graf, G., (2015). <i>A philosophical examination of social justice and child poverty</i> , London : Palgrave Macmillan	☐
Essential	Turner-Cobb, J. (2014) <i>Child health psychology, a biopsychosocial perspective</i> . Los Angeles : SAGE	☐
Essential	Stirrup, J., (2018) 'How Do You Feel? What Is Your Heart Doing?' ... 'It's Jumping': The Body and Health in Early Years Education. <i>Sport, education and society</i> , 23(6), pp.547–562.	☐
Further	Bradshaw, J. (2016) <i>The well-being of children in the UK</i> 4th Edn. England: Policy Press	☒

Module Code	ECEY5004
Title	Language and Literacy in the Digital Age
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain a deeper understanding of language and literacy in the development of young children.

LEARNING OUTCOMES

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

- analyse, in depth, children's language development and early literacy from pre-birth to seven years;
- identify and analyse a range of approaches to early literacy, including digital literacy;
- identify and analyse, in depth, their own role in encouraging and supporting children's oracy, reading, writing and digital literacy skills;
- apply practical skills which include application of theory in practice, develop their own digital skills and an oral presentation.

INDICATIVE CONTENT

- an in-depth analysis of the stages of language acquisition: neonate identification of sound, cooing and babbling, holophrastic stage, naming and lexical development, development of infant questioning, discourse and questioning in early years; an examination of theoretical and international perspectives of language development in the early years. The work of Chomsky, Vygotsky, Skinner, Bruner, Lenneberg and other psycholinguistics will be carefully examined;
- an exploration of a range of approaches to early literacy, and reading specifically, with opportunities to critically evaluate some key research findings. Cultural and political influences on approaches will be investigated as well as relevant frameworks. Students will have opportunities to investigate and discuss literacy strategies, including the range and diversity of children's books, including e-books, and their implementation in early years' settings through play and how literacy can be integrated into other areas of children's learning;
- children's early literacy activities such as singing, nursery rhymes, poetry, jigsaws, sorting, matching, map making and pattern

recognition will be considered. Students will be encouraged to consider these issues in relation to bilingualism and also children with heritage languages. The influence of gender on literacy will also be explored. Students will be introduced to a range of early remedial techniques and also explore how these are influencing practice such as using movement and technology to develop reading;

- an investigation of the influences of a range of media on young children's language and literacy as well as learn how to promote and support their digital competency in these areas. This will include evaluating research on the use of information

technology such as computers, computer games, programmable equipment and white boards as well as television.

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	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam	☒ Coursework	☐ Practical
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Mode of assessment	Volume	Weighting
Portfolio	15 minute presentation and 2,000 word analysis	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	ECEY5004	
Module Title	Language and Literacy in the Digital Age	
Classification	Reading List entry	Electronic*
Essential	Bower, V. (Ed.) (2014) <i>Developing Early Literacy 0-8</i> . London: Sage Publications Ltd.	☒
Essential	Larson, J. (2014) <i>Making Literacy Real: Theories and Practices for Teaching and Learning</i> . London: Sage Publications Ltd.	☒
Essential	Neaum, S. (2012) <i>Language and Literacy for the Early Years</i> . London: Sage Publications Ltd.	☒
Essential	Hayes, C. (2016) <i>Language, Literacy and Communication in the Early Years: A Critical Foundation</i> . Northwich: Critical Publishing Ltd.	☒
Essential	Whitehead, M. R. (2010) <i>Language & Literacy in the Early Years 0-7</i> . London: Sage Publications Ltd.	☒
Further	Dickinson, D. K. & Morse, A. B. (2019) <i>Connecting through talk</i> . London: Paul H. Brookes Publishing Co.	☒
Further	Erstad, O. & Gillen, J. (2020) <i>Theorizing digital literacy practices in early childhood</i> . London: Routledge.	☒
Further	Kucirkova, N. (2018) <i>How and Why to Read and Create Children's Digital Books</i> . London: UCL Press.	☒
Further	Lysaker, J. T. (2019) <i>Before words</i> . London: Teachers College Press.	☒
Further	Whitehead, M. R. (2009) <i>Supporting language and literacy development in the early years</i> (2 nd Ed). Maidenhead: Open University Press.	☒

Module Code	ECEY5005
Title	Awe and wonder- science, mathematics and the outdoors
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to acquire skills, knowledge and enthusiasm relating to promoting holistic early learning in a range of stimulating and challenging outdoor environments.
- To develop students' ability to identify and promote scientific, mathematical and numeracy learning within a holistic and cross-curricular early years context.

LEARNING OUTCOMES

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

- evaluate the principles and practice of providing young children with challenging outdoor learning environments which support holistic learning, curiosity, discovery, exploration and experimentation;
- analyse approaches to developing science, mathematical and numeracy concepts and how these approaches support early years frameworks and curricula;
- evaluate the role of children, adults and wider systems when developing early science, mathematical and numeracy skills
- organise their knowledge and learning through use of a range of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

- An overview of the value of diverse outdoor environments for young children's holistic learning and development, including discussion of influential theorists, authors and pedagogies, such as Froebel, Maslow, Piaget, Dewey, Steiner, Louv, forest school, Scandinavian approaches and Reggio Emilia;
- Reflect and evaluate the perceptions and interpretation of science, mathematics and numeracy in the context of current early years practice and wider philosophical, theoretical, research and policy debates;
- Exploration of the use of outdoor environments to underpin scientific, mathematical and numeracy skills and concepts. Current debates including open ended play and learning, loose parts, play

affordance, schemas, risk and challenge posthumanism philosophies, sustainability discourse and children's rights will be framed in the context of developing and supporting early scientific, mathematical and numeracy thinking.

- Exploration of relevant and pertinent national and international frameworks and policy contexts when developing innovative and holistic approaches to early scientific, mathematical and numeracy learning.
- Debate and re-evaluate the role of the child, adult and wider socio-cultural systems when promoting children's engagement and agency in relation to scientific, mathematical and numeracy skills and concepts.

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	Equivalent to 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

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	ECEY5005	
Module Title	Awe and wonder- science, mathematics and the outdoors	
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> . Oxon: Routledge.	☒
Essential	Keith, L. (2018) <i>Developing Young Children's Mathematical Learning Outdoors: Linking Pedagogy and Practice</i> . Oxon: Routledge.	☒
Essential	Tunncliffe, S. D. (2015) <i>Starting Inquiry-based Science in the Early Years: Look, Talk, Think and Do</i> . Oxon: Routledge.	☒
Further	Sargent, M. (2015) <i>Developing Early Science Skills Outdoors: Activity Ideas and Best Practice for Teaching and Learning Outside</i> . London: Practical Pre-school.	☒
Further	Sargent, M (2015) <i>Developing Early Maths Skills Outdoors: Activity Ideas and Best Practice for Teaching and Learning Outside</i> . London: Practical Pre- school.	☒
Further	Robertson, J. (2017) <i>Messy Maths: A playful, outdoor approach for early years</i> . Carmarthen: Independent Thinking Press.	☒
Further	Johnson, J. and Watts, A. (2019) <i>Developing Creativity and Curiosity Outdoors: How to Extend Creative Learning in the Early Years</i> . Oxon: Routledge	☒
Further	Knight, S. (2013) <i>Forest School and Outdoor Learning in the Early Years</i> . London: Sage	☒
Further	Watts, A (2020) <i>Outdoor Learning through the Seasons: An Essential Guide for the Early Years</i> . Oxon: Routledge.	☒

Further	Bilton, H., Bento, G. and Dias, G. (2017) <i>Taking the First Steps Outside: Under threes learning and developing in the natural environment</i> . Oxon: Routledge.	☒
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Module Code	ECEY5006
Title	Leadership and teamwork in the early years
Date	09/12/2020
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To gain a deeper understanding of what is involved in effective team work, statutory requirements, employment law and leadership styles in early years settings.
- To gain a deeper 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:

- analyse the concept of leadership and the philosophy and principles of leadership styles in early years settings and demonstrate a deep understanding of the role, responsibilities and impact of effective early years leaders;
- consider effective methods of building and retaining early years teams, understanding the statutory requirements of employment law, qualifications and training in order to provide high quality provision;
- research and demonstrate a deep understanding of inspection requirements, research and demonstrate a critical understanding of statutory requirements, with reference to care and education statutory bodies;
- organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

INDICATIVE CONTENT

- An in depth analysis current thinking relating to leadership and leadership styles as well as its role in ensuring effective teamwork in an early childhood context, with particular focus on leadership typologies; Focus will be placed upon issues such as crucial forms of communication and specific challenges such as conflict.
- An exploration of a range of approaches to building and leading an early years team, with due regard to statutory requirements and employment law and procedures, such as careful and thorough

recruitment, induction processes, appraisals, identifying individual needs of staff and ensuring continuous professional development and quality training with a focus on retention, in order to ensure a high quality workforce.

- An analytic overview of current thinking relating to the role of in ensuring a high quality provision which promotes, rights, care and education, with particular focus on the requirements of care and education statutory bodies.
- An in depth analysis of the role of the early years leader and the early years team in ensuring integrated partnership working with parents, carers, families and key people in order to build and retain successful, respectful and professional relationships in a multi-professional context, in order to ensure high quality 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
Group presentation	30 minutes	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, websites and appropriate Apps.

Module Code	ECEY5006	
Module Title	Leadership and teamwork in the early years	
Classification	Reading List entry	Electronic*
Essential	Aubrey, C. (2011) <i>Leading and Managing in the Early Years</i> . London: Sage.	☐

Essential	Cook, J. (2013) <i>Leadership and Management in the Early Years</i> . London: Practical Preschool Books.	☐
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	Hadfield, M., Jopling, M & Needham, M. (2015) <i>Practice Leadership in the Early Years: Becoming, Being and Developing as a Leader</i> . London: Open University Press.	☐
Essential	OECD 'Starting Strong' (No Date) Available at: http://www.keepeek.com/Digital-Asset-Management/oecd/education/starting-strong-2017_9789264276116-en#page12 [Accessed: 05/01/18]	☒
Essential	Siraj, I. and Hallet, E (2013). <i>Effective and Caring Leadership in the Early Years</i> . Array: London : SAGE Publications.	☐
Further	Hallet, E. (2014) <i>Leadership of Learning in Early Years Practice: A professional learning resource</i> . London: Institute of Education Press.	☐
Further	Northouse, P. (2010) <i>Leadership, Theory and Practice</i> . London: Sage.	☐
Further	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	Van Damme, D. (December 6 th 2017) <i>How can countries close the equity gap in education?</i> Education & Skills Today: Global perspectives on education and skills. Blog [On-line]. Available from: https://oecdeducationtoday.blogspot.co.uk/2017/12/how-can-countries-close-equity-gap-in.html	☒
Further	National Day Nurseries Association: http://www.ndna.org.uk/NDNA/Cymru/NDNA_Cymru.aspx	☒
Further	Mudiad Meithrin: https://www.meithrin.cymru/	☒
Further	Family Point Wales: https://familypoint.cymru/family-information-service-wales/	☒
Further	Children in Wales: http://www.childreninwales.org.uk/	☒

Further	Joseph Rowntree Foundation: https://www.jrf.org.uk/	☒
Further	Education Endowment Foundation: https://educationendowmentfoundation.org.uk/	☒
Further	Public Health Wales: https://www.publichealthnetwork.cymru/en/people/life-stages/early-years/	☒

BA Young People, Communities and Youth Work

Module Code	ECYW5007
Title	Applied Social and Educational Research
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop students' critical understanding and practical skills in social research methodologies appropriate to their programme of study, enabling them to design, implement, and evaluate research projects while adhering to ethical principles.
- To foster students' ability to critically analyse and apply various research methods, appreciate the limitations of empirical research, and develop competencies as both researchers in practice and readers of research within the social research framework.

LEARNING OUTCOMES

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

- critically evaluate and analyse research methodologies relevant to their programme of study, including their strengths and weaknesses;
- critically analyse the role of research ethics and reflection when carrying out research in a range of contexts appropriate to the student's programme of study;
- demonstrate a critical understanding of a range of data collection methods, including participatory methods.

INDICATIVE CONTENT

- An exploration of the various theories and philosophy of qualitative and quantitative research methodology relevant to the programme of study, including their function, usefulness and limitations.
- An overview and analysis of data collection methods.
- An evaluation of the suitability of research methodologies and methods in the context of the student's programme of study.

- In-depth exploration of ethical considerations in planning and undertaking research within the settings that are associated with the student's programme of study.
- An exploration of the principles and practices of participatory research methodologies and methods appropriate to the student's programme of study.
- Examining data – for example validity, reliability, trustworthiness, generalisations and bias.
- A consideration of the methods of data analysis.
- The role of reflective practice for developing self and professional practice – including an analysis of action research as a methodology as an extension of practice.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

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

Early Years: 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.

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	ECYW5007	
Module Title	Applied Social and Educational Research	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. & Morrow, V. (2011) <i>The ethics of research with children and young people: a practical handbook</i> London: SAGE.	☒
Essential	Bell, J. and Waters, S. (2018) <i>Doing your research project : a guide for first-time researchers</i> 7th edition., London :, Open University Press McGraw-Hill Education.	☒
Essential	Cohen, L., Manion, L. Morrison, K.,(2018) <i>Research methods in education</i> . 8 th ed London ; New York :	☒
Essential	Denscombe, M. (2021) The good research guide: for small-scale social research projects . Maidenhead, England: McGraw-Hill/Open University Press.	☒
Essential	Durham University, (2012). <i>Community-Based Participatory research: A guide to ethical principles and practice</i> . University of Durham: Centre for Social Justice and Community Action. Available at https://www.dur.ac.uk/beacon/socialjustice/ethics_consultation/	☒
Further	British Education Research Association (2024) <i>Ethical Guidelines for Research</i> Available at: Ethical Guidelines for Educational Research, fifth edition (2024) BERA (Accessed: 21/10/24)	☒
Further	UWTSD (2024) Research Integrity and Ethics University of Wales Trinity Saint David	☒

Module Code	ECYW5009
Title	Outdoor Learning and Sustainability
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To enable students to acquire skills, knowledge and enthusiasm relating to promoting Youth Work practice in a range of stimulating and challenging outdoor environments, the benefits of learning in outdoor environments and the potential impact on young people's personal development and wellbeing.
- To develop a greater understanding of and commitment to sustainable development (local and global issues) in the context of Youth Work, and to explore the Youth Work skills required to support young people's activism in relation to climate change.

LEARNING OUTCOMES

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

- evaluate the principles and practice of providing young people with challenging outdoor learning environments which support holistic learning, curiosity, discovery, exploration and experimentation;
- analyse approaches to working with young people in the outdoors within the context of the principles and values of Youth Work, and demonstrate a critical understanding of the history and relevance of outdoor education to Youth Work practice;
- demonstrate knowledge and capacity of the education for sustainable development and global Youth Work (ESDGYW) agenda in relation to Youth Work practice;
- understand how Youth Work incorporates many of the principles which are implied in the notion of ESDGYW and activism;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An overview of the value of diverse outdoor environments for young people's holistic learning and development, including discussion of influential theorists, authors and pedagogies, such as Maslow, Dewey, Hahn, Baden Powell, Forest Schools, the Duke of Edinburgh's Award Scheme, micro-adventures.
- Exploration of relevant and pertinent national and international frameworks and policy contexts when developing innovative and holistic approaches to Youth Work practice in the outdoor environment.
- Introduction and critical appraisal of the principles and definitions of sustainability, education for sustainable development and global Youth Work (ESDGYW).
- Exploration of the principles and values of Youth Work and how they can promote ESDGYW and activism with young people.
- An exploration of the benefits of outdoor learning upon the cognitive development of young people.
- An evaluation of the potential impact of engaging in Youth Work practice in the outdoors on the physical, emotional and psychological wellbeing of young people.
- An understanding of the National Occupational Standards for Youth Work and their application to Youth Work in the outdoors.
- An understanding of the legislative context, including Health and Safety requirements, and ethical considerations, which apply to working with young people in outdoor settings.
- The role of reflective practice for developing self and professional practice as applied to outdoor education, in our ongoing work with young people in other settings.

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
Practical Workshop	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	ECYW5009	
Module Title	Outdoor Learning and Sustainability	
Classification	Reading List entry	Electronic*
Essential	Abrom, A.E. ed., 2022. <i>Practicing Education for Sustainable Development: Case Study Guide for Educators</i> . New York: Sustainable Development Solutions Network.	☒
Essential	Barnes, P and Sharp, B. (2004) <i>The RHP Companion to Outdoor Education</i> . Lyme Regis: Russell House Publishing	☐
Essential	Činčera, J., Johnson, B., Goldman, D., Alkaher, I. and Medek, M. eds., 2023. <i>Outdoor Environmental Education in the Contemporary World</i> . Cham: Springer International Publishing.	☒
Essential	Cooper, G. (1998). <i>Outdoors with Young People: A Leader's Guide to Outdoor Activities, the Environment and Sustainability</i> . Lyme Regis: Russell House Publishing.	☐
Essential	Council of Europe and European Commission, (June 2018). T-Kit 13 Sustainability and youth work. [Online] T-kit 13: Sustainability and youth work - Youth Partnership	☒
Essential	Jeffs, T., & Ord, J. (2018). <i>Rethinking Outdoor, Experiential and Informal Education: Beyond the Confines</i> . Abingdon: Routledge	☒
Further	Clarke, P., 2012. <i>Education for sustainability: becoming naturally smart</i> . 1st ed. Abingdon: Routledge.	☐

Furth er	Ogilvie, K. C. (1993). <i>Leading and Managing Groups in the Outdoors</i> . Penrith, UK: National Association for Outdoor Education.	☐
Furth er	Parry, J. and Allison, P. eds., 2020. <i>Experiential learning and outdoor education: traditions of practice and philosophical perspectives</i> . London: Routledge.	☐
Furth er	Smith, A., 1994. <i>Creative outdoor work with young people</i> . Lyme Regis: Russell House Publishing Ltd.	☐
Furth er	Sterling, S., 2001. <i>Sustainable Education: re-visioning learning and change</i> . Dartington: Green Books.	☐
Furth er	Welsh Assembly Government (November, 2008) ESDGC: A Common Understanding for the Youth work Sector. Cardiff: Welsh Assembly Government. [Online]: http://wales.gov.uk/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/esdgpublications/esdgc/youthwork/?lang=en	☒

Module Code	ECYW5010
Title	Placement 2: Advocacy, Empowerment, Participation and Rights
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To equip students with advanced practical Youth Work experience and professional competencies through immersive placement experiences.
- To challenge students to move beyond basic competencies and towards becoming policy-informed Youth Workers who can plan and develop excellent Youth Work opportunities firmly grounded in rights-based principles.

LEARNING OUTCOMES

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

- demonstrate the successful completion of 300 hours on placement in accordance with the principles and values of Youth Work, and engaging proactively in supervision;
- demonstrate a critical understanding of the significance of Children's Rights in relation to youth and community work, and in ensuring the participation and empowerment of young people through Youth Work;
- identify the development needs of young people and communities, and through Youth Work practice provide responses to these needs, taking responsibility for planning and developing programmes of work with young people;
- use relevant research and developments in Youth Work and related areas to analyse and inform actions, such as community profiling, and how this can be used as a tool to advocate on behalf of the needs of both young people and the community;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Critical exploration of the role of the Youth Worker as an educator who is interested in the learning and lives of young people.
- Critical exploration of the application of Youth Work as a particular form of work with young people.
- Exploration of the potential role of the Youth Worker in influencing the policy context, and the impact of political agendas on the role of the Youth Worker.
- An exploration of the principles of advocacy and how to apply these to practice with young people.
- An overview of the historical perspective from which individuals' rights have arisen, including a study of the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child.
- An exploration of the key components required when developing a project or programme of work with young people that reflects the purpose, principles and values of Youth Work.
- The role of Youth and Community Work and how it can prepare young people for life in the 21st Century.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	200	100%
Placement learning	Placement 2: 300 hours	

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	3500 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Learning Mentor Report	End of practice report on the completion of Placement 2	10%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Supervisor Report	End of practice report on the completion of Placement 2	10%

Assessment Summary

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

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

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

INDICATIVE READING LIST

Module Code	ECYW5010	
Module Title	Placement 2: Advocacy, Empowerment, Participation and Rights	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. (2008) <i>Young Children's Rights: Exploring Beliefs, Principles and Practice</i> , London: Jessica Kingsley Publications.	☐
Essential	Batsleer, J. and Davies, B. (2010) <i>What is Youth Work? (Empowering Youth and Community Work Practice)</i> , Exeter: Learning Matters.	☒
Essential	Boylan, J. and Dalrymple, J. (2009) <i>Understanding Advocacy for Children and Young People</i> , Berkshire: Open University Press.	☐
Essential	Franklin, B. (ed.) (2002) <i>The New Handbook of Children's Rights</i> , London: Routledge.	☐
Essential	Guerrero, A.L (2022) <i>Social Problems, Community Policy and Social Action 7th edn</i> , Pacific Lutheran University: SAGE Publishing.	☐
Essential	Ingram, G. and Harris, J. (2001) <i>Delivering Good Youth work</i> , Lyme Regis: Russell House Publishing.	☐

Essential	Jones, P. and Walker, G. (2011) <i>Children's Rights in Practice</i> , London: Sage Publications Ltd.	☐
Further	Banks, S. (2010) <i>Ethical Issues in Youth Work</i> , 2nd edn. Abingdon, Oxon: Routledge.	☐
Further	Batsleer, J. (2008) <i>Informal Learning in Youth Work</i> , London: SAGE.	☒
Further	Farrell, A. (2005) <i>Ethical Research with Children. Maidenhead</i> , Open University Press.	☐
Further	Factor, F., Chauhan, V. and Pitts, J. (Eds.) (2001) <i>The RHC Companion to Working with Young People</i> , Dorset: Russell House Publishing.	☐
Further	Hawtin, M. and Percy-Smith, J. (2007) <i>Community Profiling: A Practical Guide: Auditing Social Needs</i> , Paperback – 1 Aug. 2007.	☐
Further	Kehily, M.J. (Ed.) (2007) <i>Understanding Youth: Perspectives, Identities and Practices</i> , London: SAGE.	☐
Further	Ledwith, M. and Springett, J. (2010) <i>Participatory Practice: Community-Based Action for Transformative Change</i> , Bristol: Policy Press.	☐
Further	Mallika, K. (ed.) (2014) <i>Children's Rights 0-8: Promoting Participation in Education and Care</i> , London: Routledge.	☐
Further	Packham, C. (2008) <i>Active Citizenship and Community Learning</i> , Exeter: Learning Matters.	☒
Further	Smith, M.K. (1994) <i>Local Education Community: Conversation Praxis</i> , Buckingham: OU Press.	☐
Further	Thompson, S. and Thompson, N. (2008) <i>The Critically Reflective Practitioner 2nd edn</i> , Hampshire: Palgrave Macmillan.	☐
Further	Welsh Assembly Government (2004) <i>Rights to Action</i> , Cardiff: Welsh Assembly Government. Available at: http://wales.gov.uk/docs/caecd/publications/090415rights-toactionen.pdf	☒
Further	Welsh Government (2014) <i>The National Youth Work Strategy for Wales 2014-2018 Supporting Young People to Reach Their Potential and Live Fulfilled Lives</i> , Cardiff: Welsh Government. Available at: http://wales.gov.uk/topics/educationandskills/skillsandtraining/national-youth-work-strategy-for-wales/?lang=en	☒
Further	Wales Government (2015) <i>Wellbeing of Future Generations Act</i> , (Wales) 2015. Cardiff: HMSO. Available at: http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Further	Youth Work in Wales Review Group (2013) <i>Youth Work in Wales: Principles and Purposes</i> , Cardiff: Youth Work in Wales Review Group. Available at: http://www.wlga.gov.uk/publications-and-consultation-responses-III/youth-work-in-wales-principles-and-purposes-january-2013/	☒

Module Code	ECYW5011
Title	Policy, Practice and Legislation
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To enable students to develop an understanding of the history of Youth Work policy, legislation and policy making as these apply to young people.
- To explore approaches to policy formation in Wales and the United Kingdom since devolution.

LEARNING OUTCOMES

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

- understand the key principles of policy formation, and how they apply to Wales since devolution;
- evaluate the key developments in Youth Work policy and legislation in Wales and farther afield;
- explore and understand contemporary issues relating to young people, and critically evaluate wider policy agendas and responses;
- understand and evaluate the mechanisms for policy implementation in relation to young people and Youth Work in Wales;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- Principles of policy formation and the influence on policy formation.
- Devolution and policy divergence in the United Kingdom: policy communities in Wales.
- How policy is implemented in Wales: central/local government interactions, policy instruments, the implementation gap.

- Network governance under devolution: the history of partnerships in the strategic governance of services to young people in Wales.
- Key policies and legislation affecting Youth Work in Wales.
- The voice of young people in the policy process, young people's representation, youth councils, Funky Dragon, Young Wales and the Welsh Youth Parliament.

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
Blog – 6 entries	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	ECYW5011	
Module Title	Policy, Practice and Legislation	
Classification	Reading List entry	Electronic*
Essential	Alcock, P., Haux, T., McCall, V., & May, M. (Eds.). (2022) <i>The student's companion to social</i>	☐

	<i>policy</i> (Sixth edition.). Hoboken: John Wiley & Sons.	
Essential	Anderson, J. (2015) <i>Public policymaking</i> . Stamford: Cengage Learning.	☐
Essential	Hall, W. J., Lanier, P. J., Jenson, J. M., & Fraser, M. W. (Eds.). (2022) <i>Social policy for children and families a risk and resilience perspective</i> (Fourth Edition.). Thousand Oaks: SAGE Publishing.	☐
Further	Andrews, R., (2014). <i>Performance management and public service improvement</i> . Cardiff: Welsh Government.	☐
Further	Atkinson, M. (2011) <i>Lindblom's lament: Incrementalism and the persistent pull of the status quo</i> . <i>Policy and Society</i> , [online] 30(1), pp.9-18. Available at: https://doi.org/10.1016/j.polsoc.2010.12.002 .	☒
Further	Cairney, P. (2012) <i>Understanding public policy</i> . Basingstoke: Palgrave Macmillan, pp.95 – 111.	☐
Further	Children's Legal Centre Wales (2024) <i>How does the law affect you Law for Under 18's</i> [Online] Available at: https://childrenslegalcentre.wales/	☒
Further	Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. <i>Administrative Science Quarterly</i> 17(1): 1-25.	☐
Further	Heclo, H., (1978). <i>Issue networks and the executive establishment</i> . In: A. King, ed. <i>The new American political system</i> . Washington, D.C.: American Enterprise Institute for Public Policy Research, pp. 87-124.	☐
Further	Hood, C., (1998). <i>The art of the state: culture, rhetoric, and public management</i> . Oxford: Oxford University Press.	☐
Further	Johnson, G. and Scholes, K., (2001). <i>Exploring public sector strategy</i> . Harlow: Financial Times Prentice Hall.	☐
Further	Jolly, A., Pomati, M. and Cefalo, R. eds., (2023). <i>Social policy review. 35, Analysis and debate in social policy</i> , 2023. 1st ed. Bristol: Policy Press.	☐
Further	Kingdon, J. W. (1995) <i>Agendas, alternatives, and public policies</i> (2nd ed.). New York: Longman.	☐

Module Code	ECYW5012
Title	Supervision, Leadership and Management for Youth Workers
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

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

LEARNING OUTCOMES

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

- demonstrate applied planning and management of the role of effective supervision in the Youth Work workplace;
- understand and critically evaluate the role and function of effective supervision;
- locate theories of leadership and management within Youth Work and wider services for young people, and their application to practice, with a consideration of the challenges associated with managing a public service within an increasingly challenging financial climate;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- An introduction to the need for supervision, its role and purpose within organisations.
- An outline of three key functions of supervision: formative, normative and restorative.
- Exploration of important supervisory skills and a critical analysis of their impact on practice:
 - o non-verbal communication skills
 - o active listening
 - o verbal communication skills

- Discussion of the importance of creating an appropriate supervision environment and working within the core values of youth and community work.
- Detailed consideration of inclusive practice in supervision, confidentiality and record keeping; equal opportunities and anti-discriminatory practice.
- Experiential learning opportunities with an emphasis on the practice of skills and the sharing of experiences.
- Opportunities to undertake one to one and group supervision sessions, to evaluate the supervision session and critically reflect on performance.
- An exploration of management and leadership theory including case study examples.
- Understanding the wider context of the services for young people, including the Youth Service.
- How to manage oneself within the organisational culture using the McKinsey 7'S' framework.
- Youth Work within an increasingly complex range of services for young people.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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	ECYW5012	
Module Title	Supervision, Leadership and Management for Youth Workers	
Classification	Reading List entry	Electronic*
Essential	Collarbone, P. and West-Burnham, J. (2008) <i>Understanding systems leadership: securing excellence and equity in education</i> . London]; Network Continuum/Continuum International Pub. Group.	☐
Essential	Hawkins, P., and Shohet, R. (2012) <i>Supervision in the Helping Professions</i> (4 th Ed.). McGraw Hill Open University Press.	☐
Essential	Herman, M. (2012) Reflective Practice Meets Youth Work Supervision, in <i>Youth and Policy</i> . Available at: https://www.youthandpolicy.org/wp-content/uploads/2017/06/herman_reflective_practice_meets_youth_work_supervision.pdf .	☒
Further	Estyn. (2020) <i>The Value of Youth Work Training A sustainable model for Wales</i> . Available at: https://www.estyn.gov.wales/system/files/2021-08/The%20Value%20of%20Youth%20Work%20Training%20en.pdf	☒
Further	Estyn. (2025) <i>Youth Work</i> . Available at: https://estyn.gov.wales/sector/youth-work/	☒
Further	Harris, A. and Jones, M. (2023) 'Compassionate leadership', <i>School leadership & management</i> , 43(3), pp. 185–188. Available at: https://doi.org/10.1080/13632434.2023.2235540 .	☐
Further	Head, B.W. (2022) <i>Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges</i> . Cham: Springer Nature.	☐
Further	King, C. and Bidwell, I. (2023) 'The Compassionate Leadership Programme', <i>Clinical medicine</i> (London, England), 23(6), pp. 89–89. Available at: https://doi.org/10.7861/clinmed.23-6-s89 .	☐
Further	Moore, J., Elliott, I.C., and Hesselgreaves, H. (2023) 'Collaborative Leadership in Integrated Care Systems; Creating Leadership for the Common Good', <i>Journal of change management</i> , 23(4), pp. 358–373. Available at: https://doi.org/10.1080/14697017.2023.2261126 .	☒
Further	Mowat, J.G. (2019) "Closing the gap": systems leadership is no leadership at all without a moral compass - a Scottish perspective', <i>School leadership & management</i> , 39(1), pp. 48–75. Available at: https://doi.org/10.1080/13632434.2018.1447457 .	☒
Further	Social Care Wales. (2024) <i>Effective Supervision in social care, early years and childcare</i> . Available at: https://socialcare.wales/resources-guidance/early-years-and-childcare/information-and-guidance-for-	☒

	employers-and-workers/effective-supervision-in-social-care-early-years-and-childcare.	
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Module Code	ECYW5013
Title	Supporting Vulnerable Young People through Trauma Informed Approaches
Date	09/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To develop students' understanding of contemporary issues affecting young people in an ever-changing society.
- To develop students' understanding of a diverse range of approaches to supporting young people's wide-ranging needs, and to explore effective and empowering methods of responding to these challenges.

LEARNING OUTCOMES

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

- identify how society impacts on young people, and analyse a range of young people's needs in contemporary society, and how to respond as a Youth Worker;
- demonstrate a critical understanding of promoting good mental and emotional health, and recognising and responding to challenges young people face;
- demonstrate confidence in delivering effective and empowering workshops/information sessions within broader programmes of work responding to young people's needs;
- organise their knowledge and learning through use of a range of information resources, and present their work appropriately.

INDICATIVE CONTENT

- The health issues faced by young people in contemporary society, including sexual health and relationships, mental health, Adverse Childhood Experiences, self-harm, period poverty, and eating disorders, and how they can impact on young people's future life chances.
- An exploration of the impact of Poverty and disadvantage on young people, and the cycle of deprivation.
- Period poverty.

- Rurality, isolation and homelessness.
- An introduction to Trauma Informed Approaches.
- Health and wellbeing needs and the development of appropriate responses and when to refer on.
- An exploration of effective interventions through informal and non-formal education approaches as ways of delivering effective and empowering workshops/information sessions linked to young people's needs.
- An experiential discussion of how to plan, deliver and evaluate sessions with young people on an individual basis and with groups.
- Critical discussion of a range of mental health issues that affect young people. An exploration of the issues that may underlie the rise in mental ill-health in young people. Evaluate strategies/policies and interventions that have been developed to support young people with mental health challenges.
- An exploration of risk factors and protective factors as a means of identifying how best to support young people to address their own self-care.

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
Workshop Delivery	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	ECYW5013	
Module Title	Supporting Vulnerable Young People through Trauma Informed Approaches	
Classification	Reading List entry	Electronic*
Essential	Aynsley-Green, A. (2018) <i>The British betrayal of childhood: challenging uncomfortable truths and bringing about change</i> , London: Routledge.	☐
Essential	Brown, J.H., D'Emidio-Caston, M. and Benard, B. (2000) <i>Resilience education</i> , SAGE Publications.	☐
Essential	Cowie, H., Boardman, C., Dawkins, J. and Jennifer, D. (2004) <i>Emotional health and well-being: a practical guide for schools</i> , London: SAGE Publications.	☐
Essential	Geldard, K., Geldard, D. and Foo, R.Y. (2019) <i>Counselling adolescents: the proactive approach for young people</i> , London: SAGE Publications.	☐
Essential	Romero, V.E., Robertson, R. and Warner, A. (2019) <i>Building resilience in students impacted by adverse childhood experiences: a whole-staff approach</i> , Thousand Oaks: Corwin Press.	☐
Essential	Ungar, M. (ed.) (2005) <i>Handbook for working with children and youth: pathways to resilience across cultures and contexts</i> , Thousand Oaks: SAGE Publications.	☐
Further	Adam, E.K., Chyu, L., Hoy, L.T., Doane, L.D., Boisjoly, J., Duncan, J., Chase-Lansdale, L. and McDade, W.M. (2011) '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> , 49(3), pp. 278-286.	☐
Further	Austin, A. (2016) 'On well-being and public policy: are we capable of questioning the hegemony of happiness?', <i>Social Indicators Research</i> , 127(1), pp. 123-128.	☐
Further	Bellis, A., Downing, J. and Ashton, J.R. (2006) 'Adults at 12? Trends in puberty and their public health consequences', <i>Journal of Epidemiology and Community Health</i> , 60, pp. 910-911.	☐
Further	Bender, W.N. and Waller, L.B. (2024) <i>Trauma-informed practices for the classroom and beyond</i> , Corwin: SAGE Publications Inc.	☐

Further	Briere, J.N. and Scott, C., 2025. <i>Principles of trauma therapy: A guide to symptoms, evaluation, and treatment</i> , Thousand Oaks, CA: Sage Publications.	☐
Further	Broadbent, E., Gougoulis, J., Lui, N., Pota, V. and Simons, J. (2017) <i>Generation Z: global citizenship survey</i> , London: Varkey Foundation.	☐
Further	Burger, K. and Samuel, R. (2017) ' <i>The role of perceived stress and self-efficacy in young people's life satisfaction: a longitudinal study</i> ', <i>Journal of Youth and Adolescence</i> , 46(1), pp. 78-90.	☐
Further	Green, J. and Tones, K. (2010) <i>Health promotion: planning and strategies</i> , London: Sage Publications.	☐
Further	Larkin, M. (2013) <i>Health and well-being across the life course</i> , London: Sage Publications.	☐
Further	Hartas, D. (2014) <i>Parenting, family policy and children's well-being in an unequal society: a new culture war for parents</i> , Basingstoke: Palgrave Macmillan.	☐
Further	McGimpsey, I. (2017) ' <i>Late neoliberalism: delineating a policy regime</i> ', <i>Critical Social Policy</i> , 37(1), pp. 64-84.	☐

FdA Inclusive Education

Module Code	ECIE5011
Title	Numbers Count
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To improve understanding of the political and social context of developing numeracy skills and to reflect on the role of the practitioner in enhancing learning and achievement.

LEARNING OUTCOMES

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

- critically analyse the socio-political implications of numeracy;
- recognise the development of numeracy in practice across different key stages.

INDICATIVE CONTENT

- Exploration of the background to acquiring mathematical concepts including the importance of real-life experiences for learning.
- A discussion of the political and social background to current approaches in raising standards of numeracy. The influence of PISA results and the Curriculum for Wales (2022) will be explored.
- An overview of a range of numeracy strategies and resources used within the learning environment to support all learners including those with ALN.
- Discussion and evaluation of phase-specific and other approaches such as the Literacy and Numeracy Framework and thematic teaching and their potential for supporting cross-curricular learning.

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
Portfolio	4 elements, equivalent to 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	ECIE5011	
Module Title	Numbers Count	
Classification	Reading List entry	Electronic*
Essential	Goldhawk, A. (2023) <i>The super quick guide to learning theories & teaching approaches</i> . London: Thousand Oaks, California: Learning Matters.	☒
Essential	Craig, J. & Guzmán, L. (2018) Six Propositions of a Social Theory of Numeracy: Interpreting an Influential Theory of Literacy. <i>Numeracy: Advancing Education in Quantitative Literacy</i> . (2), 1–26. doi:10.5038/1936-4660.11.2.2.	☒
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf	☒
Essential	Goos, M.; Geiger, V.; Dole, S.; Forgasz, H.; Bennison, A. (2018) <i>Numeracy Across the Curriculum Research-based strategies for enhancing teaching and learning</i> . London: Routledge	☒
Essential	Joseph, S., Murphy, D. & Holford, J. (2020) Positive education: A new look at Freedom to Learn. <i>Oxford review of education</i> . 46 (5), 549–562. doi:10.1080/03054985.2020.1726310.	☒
Essential	Welsh Government (2020) <i>National Literacy and Numeracy Framework</i> . Welsh Government:	☒

	https://hwb.gov.wales/api/storage/2f34d783-b4b3-4d47-8fe9-49fdb993dfce/numeracy-framework.pdf	
Essential	Yasukawa, K.; Rogers, A.; Jackson, K.; Street, B. (2018) <i>Numeracy as Social Practice Global and Local Perspective</i> . London: Routledge	☒
Further	Websites - https://www.bbc.co.uk/bitesize/subjects/z6vg9j6 https://www.mathplayground.com/ https://www.ictgames.com/ Latest Welsh Government guidelines on the HWB	☒

Module Code	ECIE5012
Title	Language, Literacy, Theory and Practice: A School Perspective
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop a comprehensive understanding of language and literacy development, exploring the various strands of literacy and their impact on learning.

LEARNING OUTCOMES

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

- critically evaluate key theories that underpin language development;
- identify the links between oracy skills and the development of reading, writing and cognition;
- reflect on strategies and approaches to support literacy skills.

INDICATIVE CONTENT

- Explore the concept of language and cognition and key theories that underpin child and language development.
- Develop an understanding of the various strands of language and literacy as outlined in the Curriculum for Wales (2022); and the importance of a cross-curricular approach to learning.
- A focus on the importance of developing talk and oracy skills as a basis for all other language learning, including the development of language in bilingual and multilingual homes and schools.
- Explore a range of resources to support language development including intervention programmes and the use of digital technology.

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
Individual Video	5 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Accompanying Reflective Commentary	2000 words	50%

Assessment Summary

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

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INDICATIVE READING LIST

Module Code	ECIE5012	
Module Title	Language, Literacy, Theory and Practice: A School Perspective	
Classification	Reading List entry	Electronic*
Essential	<i>Curriculum for Wales (2022) Language, Literacy & Communication</i> . Available at: https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/ <i>Languages, Literacy and Communication: Introduction - Hwb</i>	☒
Essential	<i>Developing the Curriculum Cymreig</i> (2003) Available at developing-the-curriculum-cymreig.pdf	☒
Essential	Didau, D. (2014) <i>The Secret of Literacy: Making the implicit explicit</i> . Carmarthen: Independent Thinking Press	☒
Essential	Fisher, D., Frey, N. and Hattie, J. (2017) <i>Teaching Literacy in the Visible Learning Classroom</i> . Thousand Oaks, CA: Corwin Literacy.	☒

Further	Corbett, P. and Strong, J., 2017. <i>Creating storytellers and writers: For 5–12 year-olds</i> . Buckingham: Talk for Writing.	☐
Further	Canolfan Peniarth, UWTSD <i>Adnoddau Iaith (Am y Cyfnod Sylfaen; Cyfnod Allweddol 2,3, a 4; Hyfforddiant DPP)</i> . Carmarthen: Canolfan Peniarth	☐
Further	Websites – Curriculum for Wales - Hwb https://www.estyn.gov.wales Journal of Early Childhood Literacy Language Learning Journal of Early Childhood Literacy SAGE Publications Ltd Literacy Trust - www.literacytrust.org.uk TES Magazine : Literacy Literacy Tes Magazine	☒

Module Code	ECIE5013
Title	Becoming a Researcher
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop the knowledge and skills to design and conduct ethically sound research projects that explore issues related to children, young people and inclusive education.

LEARNING OUTCOMES

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

- formulate clear and focused research questions and objectives that reflect inclusive principles and ethical considerations;
- design a research proposal that demonstrates appropriate data collection and analysis methods;
- apply ethical frameworks and safeguarding protocols in the planning and conduct of educational research, particularly when working with children and vulnerable groups;
- critically reflect on the role of the researcher in inclusive education contexts, considering the researcher's own position, bias, and the impact of research on those involved.

INDICATIVE CONTENT

- An introduction and overview of educational research, introducing key concepts, methodologies, and approaches used in the field.
- How to structure a research proposal and develop some of the academic writing skills necessary to present ideas clearly and persuasively.
- Introduction to a broad range of research methodologies commonly used in educational and social science research.
- Exploration of the ethical principles and safeguarding responsibilities essential to conducting educational research.
- Consideration of the typical structure and components of an academic dissertation in the field of education.

- Identification of the concepts of researcher positionality and bias within the context of educational research: how personal, cultural and professional identities can influence the research process.

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
Portfolio	3 elements, equivalent to 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	ECIE5013	
Module Title	Becoming a Researcher	
Classification	Reading List entry	Electronic*
Essential	British Education Research Association (2024) <i>Ethical Guidelines for Research</i> Available at: Ethical Guidelines for Educational Research, fifth edition (2024) BERA	☒
Essential	UWTSD (2024) Research Integrity and Ethics University of Wales Trinity Saint David .	☒

Essential	Denscombe, M. (2021) <i>The good research guide: for small-scale social research projects</i> . Maidenhead, England: McGraw-Hill/Open University Press	☒
Further	Cohen, L., Manion, L. & Morrison, K. (2018) <i>Research methods in education</i> . 8th ed., London : Routledge. Ebook	☒

Module Code	ECIE5014
Title	Mental Health, Wellbeing and Safeguarding in Practice
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to a range of strategies and interventions used to improve children and young people's wellbeing in an educational context and beyond.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of safeguarding and the factors affecting children and young people's wellbeing;
- evaluate strategies for promoting mental health and wellbeing considering the needs of diverse individuals and communities.

INDICATIVE CONTENT

- An introduction to the diversity of issues children face that affect their wellbeing.
- An exploration of the effect of poor wellbeing on academic achievement and relationships.
- An exploration of the pedagogy of wellbeing.
- An introduction to the role of the internal/external practitioners in improving and supporting wellbeing in children.
- An overview of the ways to raise awareness and improve wellbeing in children, in school and at home.

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%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Video	4 mins each (max of 4 in a group)	50%

Assessment Summary

Activity type	Percentage
Written exam	
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	ECIE5014	
Module Title	Mental Health, Wellbeing and Safeguarding in Practice	
Classification	Reading List entry	Electronic*
Essential	Garvis, S. and Pendergast, D. (2020) <i>Health and Wellbeing in Childhood</i> . Cambridge: Cambridge University Press	☒
Essential	Glazzard, J. and Trussler, S. (2019) <i>Supporting Mental Health in Primary and Early Years: A Practice-Based Approach</i> . London: Sage	☒
Essential	Howard, C., Burton, M. and Levermore, D. (2019) <i>Children's Mental Health and Emotional Well-being in Primary Schools</i> . 2 nd edn. London: Sage	☒
Essential	Meek, L., Phillips, J. and Jordan, S. (2020) <i>Mental Health and Wellbeing in Primary Education: A Practical Guide and Resource</i> . West Sussex: Pavilion Publishing and Media Ltd.	☒
Further	McCafferty, P. and Mercado Garcia, E., 2024. Children's participation in child welfare: A systematic	☒

	review of systematic reviews. <i>The British Journal of Social Work</i> , [online] Available at: https://doi.org/10.1093/bjsw/bcad167	
Further	Bethune, A. (2018) <i>Wellbeing in the Primary Classroom: A practical guide to teaching happiness</i> . London: Bloomsbury.	☒
Further	Brooks, R. (2019) <i>The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences</i> . London: Jessica Kingsley Publishers.	☒

Module Code	ECIE5015
Title	Personal and Professional Development
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

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

LEARNING OUTCOMES

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

- evaluate personal employability skills and their congruence with the skills required for professional practice;
- critically analyse the skills required to develop within a chosen career.

INDICATIVE CONTENT

- Analysing an employment sector in order to identify opportunities, and how to add value for sustainable employability.
- Contemporary digital technologies: developing an online personal presence.
- Engagement with digital tools, e.g. My Career.
- Search techniques for employment/self-employment opportunities.
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.

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	3 elements, (equivalent to 2000 words)	50%

Assessment Component 2

☐ 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%

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INDICATIVE READING LIST

Module Code	ECIE5015	
Module Title	Personal and Professional Development	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2021). <i>Skills for Success: Personal Development and Employability</i> . London: Bloomsbury Academic	☒
Essential	Dweck, C., 2017. <i>Mindset: Changing the way you think to fulfil your potential</i> . Updated ed. London: Robinson	☒
Essential	McMorrow, M., 2024. <i>The student's guide to reflective writing</i> . London: Bloomsbury Academic.	☐
Essential	<i>Well-being of Future Generations (Wales) Act 2015</i> (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒

Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒
Further	Covey, S.R., 1989. <i>The 7 habits of highly effective people</i> . New York: Free Press	☒
Further	McKinsey & Company, 2021. <i>Defining the skills citizens will need in the future world of work</i> . [online] Available at: https://www.mckinsey.com/~media/mckinsey/industries/public%20and%20social%20sector/our%20insights/defining%20the%20skills%20citizens%20will%20need%20in%20the%20future%20world%20of%20work/defining-the-skills-citizens-will-need-in-the-future-of-work-final.pdf	☒
Further	World Economic Forum, 2020. <i>The future of jobs report 2020</i> . [online] Available at: https://www.weforum.org/reports/the-future-of-jobs-report-2020	☒

Module Code	ECIE5016
Title	Bilingual Wales: Celebrating Language and Cultural Diversity
Date	04/03/2026
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

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

LEARNING OUTCOMES

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

- critically analyse the historical and contemporary significance of Welsh language and Culture;
- reflect on the role of language and culture in shaping identity and belonging in school settings;
- evaluate school-based approaches to promoting Welsh language and cultural heritage.

INDICATIVE CONTENT

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

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	Equivalent to 2400 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	12 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
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	ECIE5016	
Module Title	Bilingual Wales: Celebrating Language and Cultural Diversity	
Classification	Reading List entry	Electronic*
Essential	<i>Datblygu'r Cwricwlwm Cymreig</i> (2003) datblygu-r-cwricwlwm-cymreig.pdf <i>Developing the Curriculum Cymreig</i> (2003) Available at developing-the-curriculum-cymreig.pdf	☒
Essential	<i>Y Cwricwlwm Cymreig, hanes a stori Cymru</i> Local and Welsh history in the Curriculum in Wales Learning Wales (2013) <i>The Cwricwlwm Cymreig, history and the story of Wales</i> Local and Welsh history in the Curriculum in Wales	☒
Essential	Jones, R. (2019) Place and identity: Wales, 'Welshness' and the Welsh language. <i>Geography</i> , 104(1), pp.19–27.	☒
Further	Davies, J. (2014) <i>The Welsh Language. (A History)</i> Caerdydd: Gwasg Prifysgol Cymru	☐
Further	Bowen, N.V. (2011) <i>A New History of Wales</i> . Llandysul: Gwasg Gomer	☐

Further	Price, A., 2020. <i>Wales, colonised and coloniser: A reflection</i> . [online] Nation.Cymru Available at Wales, colonised and coloniser: a reflection	☒
Further	Cylch Grawn Addysg Cymru Cylchgrawn Addysg Cymru The Wales Journal of Education Available at Wales Journal of Education	☒

Module Code	ECIM5001P
Title	International Mobility Opportunity
Date	13/02/2024
Level	5
Credits	60
Pre-Requisites	1. Successful Application to International Mobility Programme 2. A Level 4 average of 60 or above
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

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

- demonstrate the ability to complete an appropriate number of study units at the appropriate level in an approved host institution outside the UK;
- compare and evaluate the approaches to the student's subject between home and host institutions;
- demonstrate critical reflection of the impact of studying abroad on their knowledge, practice and understanding of the subject;
- demonstrate critical reflection on the transformative impact of studying abroad, exploring how the international experience has influenced personal growth, cultural awareness, and the development of transferable skills;
- communicate effectively to a range of audiences.

INDICATIVE CONTENT

The specific content of this module will be personalised for each student.

A Learning Agreement will be created by the appropriate Discipline representative and the International Mobility team to include (as appropriate):

- the specific details of the courses in the host institution which the student agrees to attend and complete assignments for whilst studying abroad;
- details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.);
- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of:
 - specific suitable assessments for additional areas of study;
 - the intended learning outcomes of the areas of study;
 - the process by which learning outcomes are to be achieved;
 - the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
 - the proposed assessment criteria linked to the learning outcomes.

- In consultation with the Discipline representative the student will negotiate:
 - a programme of reading and/or research;
 - arrangements for interaction with the tutor during the Study Abroad;
 - a date for the final submission of work that allows appropriate progression to the next level of study.

During the Study Abroad phase, the student will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the University to monitor progress, including a named tutor or Discipline representative.

Upon return to the UK, the student must ensure that a full record of all work, including copies of all formal assessments undertaken in the host institution during the Study Abroad, is kept and brought back to the University following the Study Abroad. These must be presented to the Academic Director, or named Discipline representative.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	As per the individual learning agreement, taking into account the study units successfully abroad, and to include at least two components of additional work.	100%

Assessment Summary

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