Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION

Module Title:	Leading Safe Practice	**Level**:	5	**Credit Value**:	20

Module code:	EDC530	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre:	GAEC	**JACS3 code**:	X310

Trimester(s) in which to be offered:	2	**With effect from:**	September 16

School:	Social and Life Sciences	**Module Leader:**	Kate Wagner

Scheduled learning and teaching hours	30hrs
Guided independent study	140hrs
Placement	30hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
The aim of this module is to allow the practitioner to understand and competently lead in aspects of health and safety within early childhood practice. This includes a knowledge of appropriate policies and procedures for monitoring the control of infection, incidents and emergencies, falls and safe moving and handling. The practitioner will explore how to take responsibility for themselves and for others within the workplace.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	To critically examine and understand the legal and statutory requirements for health and safety	KS5	KS4
		KS8	KS6
2	Demonstrate a detailed understanding of the policies and procedures for monitoring and maintaining; infection control, incidents and emergencies, falls, safe moving and handling.	KS1	KS2
		KS4	KS5
		KS8	
3	Evaluate the strategies used within an environment to keep self and others safe, including an understanding of responsibility and the possible hazards of working alone.	KS1	KS2
		KS4	KS5
		KS8	
Transferable/key skills and other attributes			

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning

- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

1. Report – to consider the legal and statutory requirements regarding health and safety within an early childhood setting. To analyse the implications for practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Report	100%		4000 words

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What is meant by health and safety and what are the legal and statutory requirements which cover early childhood practice?
2. How is health and safety accounted for in practice?
3. Who has responsibility for Health and Safety and what happens if someone works alone?

In exploring these question, this module will consider:

- Relevant legal and statutory requirements for health and safety
- Policies and procedures for implementing health and safety within early childhood practice
- Managing and monitoring infection control, incidents, emergencies, falls, safe moving and handling.
- The role of the environment and how it impacts on health and safety.

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K31, K32, K33
SDCHSC 0042	K41-50

Bibliography:

Essential reading

Laverty, B. and Reay, C. (2014), *Health and Safety in Early Years and Childcare: Contextualising Health and Safety Legislation within the Early Years Foundation Stage*. London: Jessica Kingsley Publishers.

Laverty, B. and Reay, C. (2016), *Coping with Crisis: Learning the lessons from accidents in the Early Years.* London: Bloomsbury Publishing.

Parker, L. (2012), *The Early Years Health and Safety Handbook.* London: Routledge.

Other indicative reading

Baldock, P. (2013), *Regulating Early Years Service*. London: Routledge.

Gill, T. (2007), *No Fear: Growing up in a risk averse society*. Calouste Gulbenkian Foundation.

Hay, S. (2014), *Early Years Education and Care: New Issues for Practice from Research*. London: Routledge.

Hodgman, L. (2012), *Enabling Environments in the Early Years: Making provision for high quality and challenging learning experiences in early years settings.* London: Andrews UK Ltd.

Knight, S. (2011), *Risk & Adventure in Early Years Outdoor Play: Learning from Forest Schools.* London: SAGE.

Lindon, J. (2011), *Too Safe for Their Own Good: Helping Children Learn about Risk and Lifeskills.* London: JKP.

Parker, L. (2013), *How to keep Young Children safe.* London: Routledge.

Parker, L. (2013), *How to do a Health and Safety Audit.* London: Routledge.

Parker, L. (2013), *How to avoid Illness and Infection.* London: Routledge.

Solly, K. (2014), *Risk, Challenge and Adventure in the Early Years: A Practical Guide to Exploring and Extending Learning Outdoors.* London: Routledge.

Journals
Childhood – A Journal of Global Child Research
European Early Childhood
Education Research Journal
Educational Research Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research
Journal of Playwork Practice

Websites
Health Protection Agency
https://www.gov.uk/government/organisations/health-protection-agency

Health and Safety Executive
http: www.hse.gov.uk

Pre-School Learning Alliance
https: www.pre-school.org.uk/

Rethinking Childhood
https://rethinkingchildhood.com/