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Refer to guidance notes for completion of each section of the specification.

Module Code:	EDN404
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Module Title:	Placement 1
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Level:	4	Credit Value:	40
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100459

Faculty	SLS	Module Leader:	Liz Sheen
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	1.5hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	25.5 hrs
Placement / work based learning	(Optional) 112 hrs
Guided independent study	262.5 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA(Hons) Working with Children and Families	✓	<input type="checkbox"/>
BA (Hons) Education	✓	<input type="checkbox"/>
BA (Hons) ALN/SEND	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 03/04/2020

Version no: 1

With effect from: 01/09/2020

Date and details of revision: June 2021 – Temporary change to attendance element for 2021-22 post Covid-19.

December 2021 – Temporary change to make placement hours optional
and remove attendance requirement for 2021-22 post Covid-19

Version no: 3

Module Aims	
This module aims to give academic credit for learning which occurs whilst a student is on placement. Students are required to undertake a work based placement to experience the practicalities of working within their chosen field and to reflect on and understand the conduct, behaviours and attitudes required to work within the children's workforce.	

Module Learning Outcomes - at the end of this module, students will be able to	
1	Demonstrate the commitment required to attend a place of work.
2	Reflect on the conduct, behaviours and attitudes expected of professionals in the workplace and demonstrate an understanding of how these may influence practice.
3	Understand the application of health and safety, risk assessment and safeguarding procedures as they are used in practice.
4	Demonstrate a commitment to ethical practice by maintaining confidentiality and safe information handling throughout the assessed portfolio.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	A
Creative	
Enterprising	
Ethical	IA
KEY ATTITUDES	
Commitment	IA
Curiosity	
Resilient	
Confidence	
Adaptability	IA
PRACTICAL SKILLSETS	
Digital fluency	A
Organisation	A
Leadership and team working	
Critical thinking	
Emotional intelligence	
Communication	IA
Derogations	
None	

Assessment:

Indicative Assessment Tasks:

Attendance – Students are required to complete 112 hours of placement. This will be recorded by the placement and submitted as part of the portfolio. (NB placement is seen as a significant and meaningful learning opportunity and this module will be **failed** if students do not complete a **minimum** of 80% of the required 112hrs which is 90 hours.)

Portfolio – Students are required to complete a set of portfolio tasks to meet learning outcomes 2, 3 and 4. Tasks may include but are not limited to:

Written pieces
Recorded observations
Case study
Written or audio recorded reflection
Demonstration of confidentiality and information safety
Witness testimony

Participants will be required to complete an assessment of up to 4000 words or equivalent.

Post Covid-19 Temporary modification valid for 2021/22 only:

Portfolio

1. Students are required to complete a set of portfolio tasks to meet learning outcomes 1, 2 and 3 using experiences gained on placement . Tasks may include but are not limited to:

- Written reflection on the importance of professional behaviour, attitude and conduct.
- Recorded observations demonstrating effective behaviours, attitude and conduct.
- Analysis of a health and safety procedure
- Completion of a risk assessment for a chosen activity
- A written description of safeguarding roles in a setting

Or

2. Students are required to complete a set of portfolio tasks to meet learning outcomes 1, 2 and 3 using the materials provided based on a fictional setting/scenario. Tasks may include but are not limited to:

- Written reflection on the importance of professional behaviour, attitude and conduct.
- Recorded observations demonstrating effective behaviours, attitude and conduct.
- Analysis of a health and safety procedure
- Completion of a risk assessment for a chosen activity
- A written description of safeguarding roles in a setting.

Participants will be required to complete an assessment of up to 4000 words or equivalent.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Attendance	Pass/fail
2	2,3,4	Portfolio	100%
Post Covid-19 Temporary modification valid for 2021/22 only:			
2	2, 3, 4	Portfolio	100%

Learning and Teaching Strategies:

This module will take place over 12 weeks.
Four weeks (24hrs) will take place via direct contact with students and may involve one or more of the following:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Students will take part in a work based placement for 2 days per week for 8 weeks. Students will receive the support of a placement tutor for the equivalent of 1.5hrs over the duration of the 8 weeks. This may take the form of placement visits and/or telephone contact. The purpose of this relationship is to support the student and setting to maintain the placement.

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- The importance of personal well-being and resilience to support academic studies and professional practice.
- Introduction to the work based portfolio
- Understanding confidentiality and information handling
- How to gather suitable portfolio content
- How to identify themes or topics of interest
- How to reflect on practice
- Guidance on completing a successful portfolio
- The role of the placement tutor
- How and where to get help whilst on placement

Indicative Bibliography:

Essential reading

Bassot, B. (2016), *The Reflective Practice Guide*. Abingdon: Routledge

Blyth, M. and Solomon, E. (2012), *Effective safeguarding for children and young people: What next after Munro?* Bristol: Policy Press.

Fanthome, C. (2004), *Work placements : a survival guide for students*. Basingstoke : Palgrave Macmillan

Hordern, J. and Simon, C. A. (eds.) (2017), *Placements and Work Based Learning in Education Studies*. Abingdon: Routledge

Other indicative reading

Forde, C., McMahon, M., McPhee, A.D. and Patrick, F. (2006), *Professional Development, Reflection and Enquiry*. London: Sage

Jackson, C. and Thurgate, C. (eds.) (2011), *Workplace Learning in Health and Social Care*. Maidenhead: Open University Press

Musgrave, J. and Stobbs, N. (2015), *Early Years Placement*. Northwich: Critical Publishing

Robinson, C., Branwen, B. and Howard, C. (2015), *Your primary school based experience*. 2nd ed. Northwich: Critical Publishing

Tarrant, P. (2013), *Reflective Practice and Professional Development*. London: Sage