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Module Code:	EDN405
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Module Title:	Preparing for your Placement
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100459

Faculty	SLS	Module Leader:	Julian Ayres
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Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	36 hrs
Placement / work based learning	
Guided independent study	164 hrs
Module duration (total hours)	200 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:		Version no:

Module Aims

This module aims to give students an understanding of the professional behaviours, conduct and attitudes required within the workplace (children's workforce) in preparation for placement. It will cover appropriate knowledge and process required by students entering a placement to include Health and Safety and Safeguarding/Child Protection as appropriate to a range of placement settings. This module will also consider the ethics of working with children and how to keep information collected within a setting safe and secure.

Module Learning Outcomes - at the end of this module, students will be able to

1	Evaluate the role of a work based placement in relation to personal learning opportunities.
2	Understand the need for professional conduct and identify a range of professional behaviours and attitudes as expected in the children's workforce.
3	Understand the role of health and safety, risk assessment and safeguarding/child protection procedures in relation to working ethically with children.
4	Demonstrate the skills required to complete a work-based portfolio and understand the importance and requirement for keeping information gathered on placement safe and secure.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	
Enterprising	I
Ethical	IA
KEY ATTITUDES	
Commitment	I
Curiosity	
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	A
Organisation	A
Leadership and team working	
Critical thinking	A
Emotional intelligence	
Communication	IA

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Students will be expected to complete a series of tasks to demonstrate their understanding of the learning outcomes, these may include but are not limited to:

Short written tasks
Leaflet or presentation
Online quiz
Reflective Account
Development Plan

This assignment will have a word count of up to 3000 words or equivalent.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Coursework	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

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

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:

- What is a placement and the placement process over levels 4 to 6.
- The purpose of placements as a learning opportunity.
- Professional conduct in the workplace.
- Professional behaviours and attitudes – what are they and why do they matter?
- The ethics of working with children.
- Understanding health and safety and risk assessment.
- Understanding the safeguarding/child protection process – legislation and guidance
- Understanding the safeguarding/child protection process – how does it work in practice?
- Understanding the safeguarding/child protection process – my responsibility?
- Completing a work based portfolio – what skills are needed?
- Completing a work based portfolio - keeping information safe?

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

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

Indicative Bibliography:

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