

## Module specification

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Module Code	EDY402
Module Title	Professional Practice for Childhood and Education
Level	4
Credit value	40
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

### Programmes in which module to be offered

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Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core
BA (Hons) Early Childhood Studies	Core

### Pre-requisites

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None

### Breakdown of module hours

Learning and teaching hours	48 hrs
Placement tutor support	1 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>49 hrs</b>
Placement / work based learning	84 hrs
Guided independent study	267 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>For office use only</b>	
Initial approval date	21/8/23

<b>For office use only</b>	
With effect from date	1/9/24
Date and details of revision	
Version number	1

## Module aims

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This module aims to provide students with an understanding of the professional expectations, conduct and attitudes required for the workplace. The underpinning principles will cover health and safety guidance, safeguarding/child protection procedures as well as the ethics of working with children. Students are required to undertake a work-based placement within their chosen field, reflecting on these expectations to support their graduate goals.

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

1	Evaluate the role of work-based placements in relation to professional learning opportunities.
2	Demonstrate awareness of the role of health and safety, risk assessment and safeguarding/child protection procedures in relation to working ethically with children.
3	Demonstrate the commitment required to attend a place of work
4	Reflect on own conduct, behaviours and attitudes in the workplace

## Assessment

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Indicative Assessment Tasks:

1. Coursework:
  - Essay - Students will research and discuss the topic of professional development and the role of the work-based placement. (1000 words)
  - Open-book quiz – exploring legislation and guidance relevant to health and safety, risk assessments and safeguarding/child protection procedures.
  - Placement diary and self-evaluation (nominal 2000 words)
  
2. Attendance: Students are required to complete 84 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 84hrs which is 67 hours.)

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

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

## Derogations

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Derogations for progression apply to part-time students only, please refer to the programme specification.

## Learning and Teaching Strategies

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The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Students on this module will also engage in a 6 week (84hr) work-based placement. Students have an opportunity to undertake placement in a Welsh first language setting.

## Indicative Syllabus Outline

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This module will explore:

- What is a placement and the placement process over levels 4 to 6.
- The role of active learning to support professional development
- Professional conduct in the workplace
- Target and goal setting to aid with self-reflection and development
- 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?
- How to reflect on practice
- Professional roles in a workplace
- Welsh context: Policy and Legislation

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

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

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

### Other indicative reading

Bolton, G. and Delderfield, R. (2018) *Reflective Practice: Writing and Professional development*. 5<sup>th</sup> Ed. London: Sage Publications Ltd.

Helyer, R., Wall, T., Minton, A. and Lund, A. (2021), *The work-based learning student handbook*. 3<sup>rd</sup> Ed. London: Macmillan Education

Ingleby, E., Oliver, G. and Winstone, R. (2015), *Early Childhood Studies: Enhancing Employability and Professional Practice*. London: Bloomsbury

Lindon, J. and Webb, J. (2016), *Safeguarding and Child Protection*. 5<sup>th</sup> Ed. London: Hodder Education

Musgrave, J. and Stobbs, N. (2015), *Early Years Placements: a critical guide to outstanding work-based learning*. Northwich: Critical Publishing

Thompson, S. and Thompson, N. (2023) *The Critically Reflective Practitioner*. 3<sup>rd</sup> Ed. London: Bloomsbury Academic

## Employability– the University Skills Framework

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged  
Enterprising  
Ethical

### Key Attitudes

Commitment  
Resilience

### Practical Skillsets

Organisation  
Communication