

<b>Module Title:</b>	Supervised Professional Practice 1
<b>Language of Instruction:</b>	English
<b>Credits:</b>	10
<b>NFQ Level:</b>	6
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	T&L Strategies include • Workshop discussion- Communication of knowledge and ideas between the lecturer and learners • Problem Solving Exercises and Case Studies– Learners will work both individually and as part of a team to resolve a variety of scenarios relating to early childhood practice. • Class Discussion/Debate - Learners will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials. • Self-Directed Independent Learning – the emphasis on independent learning will develop a strong and autonomous work and learning practices.
<b>Module Aim:</b>	The module aims to support learners in establishing their individual and collective professional identity as early childhood educators. It aims to promote learner understanding of the role of the educator, including professional, ethical and regulatory responsibilities. Using cross modular connections, the module prompts learners to apply their conceptual learning to practice. Finally, the module aims to promote learners' self awareness and critiquing skills as the basis for developing reflective practice.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Identify the role and profile of the early childhood educator.
LO2	Demonstrate how self-reflection is central to the professional development of an early childhood educator.
LO3	Identify the professional and ethical responsibilities underpinning the early childhood profession.
LO4	Demonstrate an awareness of early childhood regulatory and practice requirements.
LO5	Apply cross-modular learning to conjectural early childhood scenarios and tasks.
LO6	Assess their fitness and preparedness for professional practice placement.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>Role and profile</b> • Role: Working with Children • Working with Families and Communities • Working with other Professionals • Role of early years provision in wider local, national and international context • Profile: Dimensions of the professional role [Knowledge, Practices, Values]; Dispositions; Invisible Skills.
<b>Self-reflection</b> • Motivation to study early childhood education & practice • Self awareness and self scrutiny in relation to practice and our 'image of the child' • Reflecting 'in' and 'on' action in professional practice • Reflective Writing • The learner's emerging professional identity
<b>Ethical and professional responsibilities</b> • Children's participation • Core values and principles of the profession • Code of Ethics • Code of Professional Responsibilities
<b>Regulatory and quality practice requirements</b> • Early Years Services Regulations & Quality Regulatory Framework • Early Years Inspectorate • Inspection Reports
<b>Apply cross-modular learning to practice</b> • A variety of virtual placement scenarios and tasks relating to early childhood practice.
<b>Fitness and preparedness for practice</b> • Growth of self-efficacy over the stage • Recognising strengths & areas for development • Expectations of professional practice placement

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Learners are assessed via three components. These components are i) Minimum 80% attendance at SPP1 workshops; ii) A 'Pass' in relation to professional practice; iii) A mark of not less than 40% in the SPP1 portfolio.	1,2,3,4,5,6	100.00	n/a

No Project
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No Practical
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No End of Module Formal Examination
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SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Tutorial	12 Weeks per Stage	2.00
Practicals	12 Weeks per Stage	1.83
Online Learning (Moderated)	12 Weeks per Stage	0.17
Independent Learning	12 Weeks per Stage	17.00
Total Hours		252.00

  

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Tutorial	Every Week	3.00
Work - based Learning	12 Weeks per Stage	10.00
Independent Learning	12 Weeks per Stage	7.83
Total Hours		217.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	2	Mandatory
CW_HHECE_D	<a href="#">Bachelor of Education in Early Childhood Education and Practice</a>	2	Mandatory