

PRAC: Alternatives in Professional Practice

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Credits: 10 NFQ Lovel: 8 Module Delivered In 1 programme(s) Teaching & Learning Strategies: T&L-Strategies will vary according to the context of the placement experience. Learners may learn from involvement in observation, shadowing, discussion or participation in problem solving exercises, case studies, project work or written tasks. Post-placement, students will engage in peer learning through facilitate group discussion. The module will be expected to engage in self-directed learning to develop autonomous learning and work practices. Module Aim: This module aims to provide learners with an opportunity to broaden their personal and professional development by undertaking situated learning in an alternative or non-practice setting in the wider community. Learning Outcomes This module the learner should be able to: LO1 Summarise the profile of their alternative practice placement LO2 Discuss the contributions of their alternative practice setting to children, families, communities, co-professionals or wider society LO3 Evaluate the relationship of their alternative practice setting and how it has impacted their personal and professional development Pre-requisite learning Triss sprior learning (or a practical skill) that is recommended before enrolment in this module. No recommendations listed Co-requisite Modules Triss prior learning (or a practical skill) that is readmended before enrolment in this module. No incompatible modules listed	Module Title: Alternatives			Alternatives in Professional Practice	
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PRAC: Alternatives in Professional Practice

Module Content & Assessment

Indicative Content

Profile and contributions of the alternative practice setting

• Ethos, aims and functions • Activities, projects, interventions, research outputs • Impact on individuals or groups • Impact on policy • Impact in the wider local, national and international context

Individual and group critical reflection on the experience

Individual and group critical reflection on the experience Critically reflect on the impact of the experience, as an individual, and through group sharing of experiences. Areas for reflection include, but are not limited to: • Síolta Standard 16-Community Involvement • Rationale for choice of placement • How the experience has informed your practice as an early childhood educator • Research skills • Critical thinking skills • Interpersonal skills and collaboration • Capacity to share and exchange information • Exercising self determination and agency • Engagement in joint learning • Involvement in networking • Understanding of inter-agency cooperation • Understanding of policy and governance • Advocacy in relation to children, family, communities or co-professionals • Advocacy of children's rights • Motivation for continuous professional development post-graduation

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous A	Assessment					
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date		
Other	Learners are assessed via three components. components are i) Mandatory attendance at pre- and post- placement workshops; ii) A 'Pass' recommendation in relation to professional practice; iii) A mark of not less than 40% in their portfolio work.	1,2,3,4	100.00	n/a		

No Project
No Practical
No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment



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Module Workload

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Tutorial	12 Weeks per Stage	0.67
Work - based Learning	12 Weeks per Stage	8.33
Independent Learning	15 Weeks per Stage	9.47
	Total Hours	250.00
Workload: Part Time		
Workload Type	Frequency	Average Weekly Learner Workload
Tutorial	Every Week	3.00
Work - based Learning	12 Weeks per Stage	22.08
	Total Hours	268.00

Module Delivered In				
Programme Code	Programme	Semester	Delivery	
CW_HHECE_B	Bachelor of Education (Honours) in Early Childhood Education and Practice	8	Mandatory	
Discussion Note:	sion Note: Students may undertake their alternative practice in any of the following contexts, either working directly with children, families and early childhood professionals, or on their behalf: • Advocacy • Arts • Children's Rights • Childhood Illness • Children in Direct Provision • County Childcare Committees • Disability • Early Intervention • Early Childhood Sector Support • Educational Needs • Family- Parenting • Literacy, Numeracy, Science and Technology in Childhood • Minority Groups • Policy Development • Quality Development • Regulatory bodies • Research • Social Entrepreneurship • Social Inclusion			