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| Module Title: | Supervised Professional Practice 2 |
| Language of Instruction: | English |
| Credits: | 30 |
| NFQ Level: | 7 |
| Module Delivered In | 2 programme(s) |
| Teaching & Learning Strategies: | <p>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 small group 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</p> |
| Module Aim: | <p>The aims of this module are to facilitate and support learners in their professional practice placement in an early childhood context. Learners will be encouraged to apply their accumulated programme learning to their professional practice placement experiences, and to examine how their professional practice placement experiences can inform their understanding of various theoretical perspectives. The module aims for learners continue to self-reflect and to develop personally and professionally with increasing confidence in evaluating their own and others' practice.</p> |
| Learning Outcomes | |
| <i>On successful completion of this module the learner should be able to:</i> | |
| LO1 | Demonstrate capacity to communicate effectively and build positive relationships with children in the placement setting. |
| LO2 | Demonstrate capacity to communicate effectively and work collaboratively with adults in the placement setting. |
| LO3 | Support children's learning and development using pedagogical and participatory practices. |
| LO4 | Implement appropriate practices in relation to children's health, wellbeing and care needs, in accordance with regulatory requirements. |
| LO5 | Provide verbal and written accounts of professional practice of children's learning and development, underpinned by theoretical perspectives. |
| LO6 | Take a self-reflective approach to their own professional practice and be able to highlight strengths as well as areas in need of further learning and development. |
| Pre-requisite learning | |
| Module Recommendations | |
| <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i> | |
| No recommendations listed | |
| Incompatible Modules | |
| <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> | |
| No incompatible modules listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Requirements | |
| <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

Workshop participation and discussion

Workshops to provide a space for discussion and peer-learning before and after supervised professional practice placement.

Communication and relationships with children and adults.

• Attunement and responsiveness • Non-verbal communication • Alternative communication approaches • Recognising and supporting children's expression through the '100 Languages' and • Co- professional relationships • Professional verbal and written communication with adults.

Pedagogical & participatory practices.

• Developing practices that are informed by theory, research and professional frameworks- Aistear, Siolta and the National Framework for Children & Young People's Participation.

Health, wellbeing and care needs.

• Policies and practices in relation to Quality Regulatory Framework- Health, Welfare and Development of the Child & Safety.

Professional practice & reflection.

• Using reflective models in relation to professional practice experiences • Growth of self-efficacy and professional identity over the stage • Recognising strengths & areas for development

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 SPP2 workshops; ii) A 'Pass' in relation to professional practice placement; iii) A mark of not less than 40% in the SPP2 portfolio. The portfolio consists of reflective activities, to be submitted at regular intervals throughout the placement period. | 1,2,3,4,5,6 | 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

Module Workload

| Workload: Full Time | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Tutorial | 12 Weeks per Stage | 0.67 |
| Work - based Learning | 12 Weeks per Stage | 33.33 |
| Total Hours | | 408.00 |

| Workload: Part Time | | |
|----------------------------|--------------------|--|
| <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 | 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 | 3 | Mandatory |
| CW_HHECE_D | Bachelor of Education in Early Childhood Education and Practice | 3 | Mandatory |