

<b>Module Title:</b>	Alternatives in Professional Practice
<b>Language of Instruction:</b>	English
<b>Credits:</b>	10
<b>NFQ Level:</b>	8
<b>Module Delivered In</b>	<a href="#">1 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	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 facilitated group discussion. The module will be supported with on-line learning materials through Blackboard, and learners will be expected to engage in self-directed learning to develop autonomous learning and work practices.
<b>Module Aim:</b>	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.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
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 to national policy
LO4	Critically reflect on their experiences in the alternative practice setting and how it has impacted their personal and professional development
<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

#### 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

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: • Siolta 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 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

**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	0.67
Work - based Learning	12 Weeks per Stage	8.33
Independent Learning	15 Weeks per Stage	9.47
Total Hours		250.00

  

<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	22.08
Total Hours		268.00

## Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	8	Mandatory

<b>Discussion Note:</b>	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
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