

PROF N7002: Applied Professional Practice 2

Module Details	
Module Code:	PROF N7002
Full Title:	Applied Professional Practice 2 APPROVED
Valid From::	Semester 1 - 2019/20 (June 2019)
Language of Instruction:	English
Duration:	2 Semesters
Credits::	10
Module Owner::	Caroline McDonnell
Departments:	Unknown
Module Description:	The aim of this module is to provide opportunity to apply theoretical knowledge to professional practice at Intermediate Practitioner Level (JELR, 2002) ad/or equivalent .

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Identify personal and professional learning objectives, through the development of a continuous professional development (CPD) plan, CV design / update.
MLO2	Apply professional responses to work based challenges at Intermediate Practitioner level
MLO3	Demonstrate the skills and knowledge outlined in the Intermediate Practitioner profile.
MLO4	Demonstrate application of relevant theory in practice at Intermediate Practitioner level
MLO5	Engage in on-going reflective practice that supports personal and professional development
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content
Professional Practice Preparation CV Planning / update, career development, personal objectives
Reflective Practice On-Going development of critical analysis skills
National Regulations, Frameworks & Policy Integrated use of Quality Regulatory Framework, Siolta, Quality Framework; Aistear, Curriculum Framework; and Diversity, Equality and Inclusion Charter in professional practice
Intermediate Practitioner Skills Integrating practice at Intermediate practitioner level

Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Portfolio	% of Total Mark	60
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description Students are required to develop/update CV, CPD plan/profile; demonstrate competencies, skills and knowledge in relation to the Intermediate Practitioner profile; and engage in the process of ongoing reflective practice on personal and professional experiences.			
No Project			
Practical			
Assessment Type	Practical/Skills Evaluation	% of Total Mark	40
Marks Out Of	0	Pass Mark	0
Timing	n/a	Learning Outcome	2,3,4
Duration in minutes	0		
Assessment Description The students assessment, consultation and interview will be facilitated by a lecturer with experience in the Early Childhood sector.			
No Final Examination			
Reassessment Requirement			
No repeat examination <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			
Reassessment Description A repeat professional practice assessment (Practical/Skills Evaluation) may be deemed necessary where requirements are not met.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Academic Preparation for the professional practice experience	Once per semester	0.40	6
Practical	Contact	Professional Practice in the Field	Once per semester	13.07	196
Practical	Contact	Practical/Skills Evaluation with development plan created on-site in collaboration with Academic Lecturer	Once per semester	0.17	2.5
Total Weekly Learner Workload					13.63
Total Weekly Contact Hours					13.63

Module Resources

Recommended Book Resources

Department of Justice, Equality and Law Reform. (2002), Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector, Government Publications, Dublin.

National Council for Curriculum and Assessment.. (2009), Aistear. The Early Childhood Curriculum Framework., The Stationery Office, Dublin.

Department of Education & Skills. (2017), Siolta. The National Quality Framework for Early Childhood Education, Early Years Education Policy Unit, Dublin.

Brock, A. & Dodds, S. & Jarvis, P. & Olusoga, Y.. (2009), Perspectives on play - Learning for Life, Pearson Education Ltd, UK.

Department of Education & Skills. (2015), AistearSiolta Practice Guide, DES, Dublin.

Hallet, E.. (2013), The Reflective Early Years Practitioner, SAGE Publications Ltd, England, [ISBN: 9781446200568].

Department of Children & Youth Affairs. (2016), Diversity, Equality AND Inclusion Charter, DCYA.

Supplementary Book Resources

Fisher, J.. (2016), Interacting Or Interfering? Improving Interactions in the Early Years., Open University Press, UK, [ISBN: 978-033526256].

Sancisi, L. & Egdington, M.. (2015), Developing High Quality Assessment, Observation and Planning in the Early Years: Made to Measure, Routledge Taylor & Francis, [ISBN: 9781138808041].

Stacey, S.. (2018), Inquiry-Based Early Learning Environments: Creating, Supporting, and Collaborating, Redleaf Press, [ISBN: 9781605545813].

Recommended Article/Paper Resources

N. Hayes. (2007), Perspectives on the Relationship between Education and care in Early Childhood, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/

M. Kernan. (2007), Play as a Context for Early Learning and Development, http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/How_Aistear_was_developed/Research_Papers/Play_paper.pdf

McMonagle, A.. (2012), Professional Pedagogy for Early Childhood Education, <http://www.donegalchildcare.com/wp-content/uploads/2015/07/PPP-Educators-Handbook.pdf>

Self Regulation, <http://www.self-regulation.ca/>

O'Kane. (2016), Transition from Preschool to Primary School, NCCA, <https://www.ncca.ie/media/2471/transition-research-report-no-19.pdf>

Robson, S.. (2006), Developing thinking and understanding in young children: an introduction for students, Routledge Taylor & Francis, https://scholar.google.com/scholar_lookup?hl=en&publication_year=2006a&author=S+Robson&title=Developing+Thinking+and+Understanding+in+Young+Children+%3A+An+Introduction+for+Students

Other Resources

Journal:, Early Childhood Education.

Journal:, European Early Childhood Education Research Association.

Website, National Council for Curriculum & Assessment. (2015), AistearSiolta Practice Guide, <http://www.aistearsiolta.ie>

Website, Department of Education & Skills. (2006), Siolta Manual, Early Years Policy Unit, <http://siolta.ie/media/pdfs/siolta-manual-2017.pdf>

Journal, Journal of play, <http://www.journalofplay.org/>