



Professional Practice Placement Handbook

**Advanced Certificate in
Early Learning and Care**

**Level 5 Certificate in
Early Learning and Care**

NFQ Levels 5 & 6

for Education and Training Boards

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Glossary of terms

Code of practice	The code of practice sets out the roles, responsibilities and operating procedures for the professional practice placements. Programme providers are required to maintain a code of practice for providers of professional ELC placements.
Competent/not-yet competent	Competent means having the necessary ability, skills or knowledge to do something to a basic standard. Not-yet-competent means not having the necessary ability, skills or knowledge to do something to a basic standard.
Credit value	The credit value reflects the total learner effort expected to achieve the module, measured in FET credits, i.e., 1 credit value for every ten hours of learner effort. The professional practice placement modules at both stage 1 and stage 2 have a credit value of 25 out of a total of 120 credits.
ELC	Early Learning and Care
Learner	The person undertaking the professional practice placement. The learner will be Garda Vetted before going on placement and will have completed the current Children First eLearning programme.
MIPLO/Minimum intended programme learning outcome	MIPLOs are the minimum achievement (knowledge, skill, and competence) that the learner must demonstrate, through assessment, for certification purposes.
MIMLO/Minimum intended module learning outcome	MIMLOs identify the red line/threshold outcomes to be achieved and evidenced by a learner achieving certification. This means that every learner who is successful in the module will be guaranteed to be able to demonstrate achievement of the MIMLOs.
Professional practice placement monitor	The monitor, appointed by the provider, will be a staff member suitably qualified and experienced in ELC, Garda vetted and have experience in the assessment of learners.
Professional practice placement	On the job experience working directly with children. Learners are required to complete 150 hours of professional practice placement (per stage) in a minimum of two ELC settings (1) working directly with children from birth to 2 years 8 months and (2) working with children aged between 2 years 8 months and 6 years.

Professional practice placement supervisor's report	Part 1 of the report relates to a range of mandatory activities that the learner is required to undertake while on practice placement. Part 2 of the report relates to the professional competencies to be demonstrated by the learner while on professional practice placement.
Professional practice placement supervisor	The supervisor will be a member of the ELC service assigned to supervise the learner on placement. They will be suitably qualified (at NFQ level above that of the learner being supervised) or have appropriate experience/alternative qualifications.
Programme provider	The centre/college that is offering the ELC programme to learners.
Setting	An early learning and care setting is an entity currently registered as service provider with Tusla that can provide access to professional practice placement working directly with children aged between 0 and 2 years 8 months and/or working with children aged between 2 years 8 months and 6 years.
Stage 1 and stage 2	The principal programme is a programme leading to an award at level 6. It consists of two stages: Stage 1 meets the learning outcomes of level 5. Stage 2 of the same programme meets the learning outcomes of level 6. Thus, the two stages equate to a whole time equivalent of a 2-year programme.
Tripartite meeting	The tripartite meeting is a meeting of the supervisor, the monitor and the learner. The tripartite meeting takes place once the learner is at least half-way through the placement. The purpose of the three-way meeting is to provide the supervisor, the monitor and the learner with an opportunity to review the learner's progress over the course of the placement and to allow an evaluation to be made by the monitor and the supervisor, in consultation with the learner, as to whether the learner has or has not demonstrated the competencies set out in the Professional Practice Placement Supervisor's Report (Part 2 & 3).
Written agreement	A formal written agreement between the provider and professional practice placement setting out respective roles and responsibilities and an appropriate code of practice for providers of professional practice placements.

Introduction

Professional practice placements are integral to the Early Learning and Care programmes at NFQ Levels 5 and 6. Professional practice placements provide the opportunity for learners to work alongside experienced practitioners, in real life situations, with the support and direction of a practice placement supervisor. During professional practice placements learners have the opportunity to develop their skills, integrate knowledge and practice, observe and learn, mature and become reflective practitioners.

This handbook sets out the respective roles of each of the key parties involved in professional practice placements – the practice placement provider, the practice placement supervisor, the learner, the programme provider and the practice placement monitor. The handbook summarises the learning outcomes of professional practice placement and provides details on the assessment of learners on professional practice.

The handbook contains templates for the formal written agreement between the provider and the practice placement and for the professional practice placement supervisor's report. A glossary of terms has been included to explain new terminology.

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1.0 Overview of Early Learning and Care Programmes

Programmes leading to the NFQ Level 5 Certificate in Early Learning and Care and the Advanced Certificate in Early Learning and Care (NFQ Level 6) will commence in September 2021. These programme will replace the current Early Childhood Care and Education (ECCE) 5M2009 and 6M2007. The new programmes are based on professional award standards published by QQI in 2019 [Professional Award-type Descriptors at NFQ Levels 5 to 8: Annotated for QQI Early Learning and Care \(ELC\) Awards](#). The professional award type descriptor annotated for ELC is comprehensive in terms of the knowledge, skill and competence that must be achieved by a learner before an award can be given.

The Advanced Certificate in Early Learning and Care comprises two stages. Stage 1 (one-year full-time equivalent) leads to the NFQ Level 5 Certificate in Early Learning and Care and stage 2 (one-year full-time equivalent) leads to the Advanced Certificate in Early Learning and Care (NFQ Level 6). To earn a major award in ELC at NFQ Level 6, a person must achieve the learning outcomes associated with a major award in ELC at both NFQ Levels 5 and 6.

Curriculum structure

Stage 1 comprises six mandatory modules and stage 2 also comprises six mandatory modules. The modules and their credit values are shown in *Figure 1*. The credit value of modules varies. The credit value reflects the typical learner effort needed to achieve the learning outcomes of the modules.

Stage 1 120 FET credits NFQ Level 5	Stage 2 120 FET credits NFQ Level 6
Professional Practice Placement in ELC 25 credits	Advanced Professional Practice Placement in ELC 25 credits
Children's Rights, Legislation and Regulation 15 credits	Sociology and Social Policy in ELC 15 credits
Holistic Care of Children (0 to Six Years) 15 credits	The Developing Child 20 credits
Early Childhood Growth and Development 25 credits	Curriculum and Pedagogy 20 credits
Curriculum, Play and Creative Studies 25 credits	Inclusive Early Learning and Care 15 credits
Understanding and Assisting Children with Additional Needs 15 credits	Supervision and Administration in ELC 25 credits

Figure 1: Table of modules at each stage of the Advanced Certificate in Early Learning and Care (ELC)

2.0 Professional Practice Placements

Professional practice placements are integral to the early learning and care programme. Professional practice placements provide the opportunity for learners to work alongside experienced practitioners, in real life situations, with the support and direction of a supervisor. During practice placements learners will have opportunities to develop their skills, integrate knowledge and practice, observe and learn, mature and become reflective practitioners.

The success of professional practice is built on a partnership approach between the providers of practice placements, the professional practice placement supervisors, the individual learners and the programme providers. We acknowledge the contribution of the placement providers in facilitating the placements and supporting learners to acquire the knowledge, skills and competencies of early learning and care practitioners.

The practice placement is central to the learner's journey and to the early learning and care programme. *Figure 2* below illustrates the centrality of the professional practice placement to the programme at stage 1. Five of the six modules at stage 1 require access to practice placement and work-based learning. In the case of *Children's Rights, Legislation and Regulation* module, this module is a pre-requisite to going on professional practice placement.

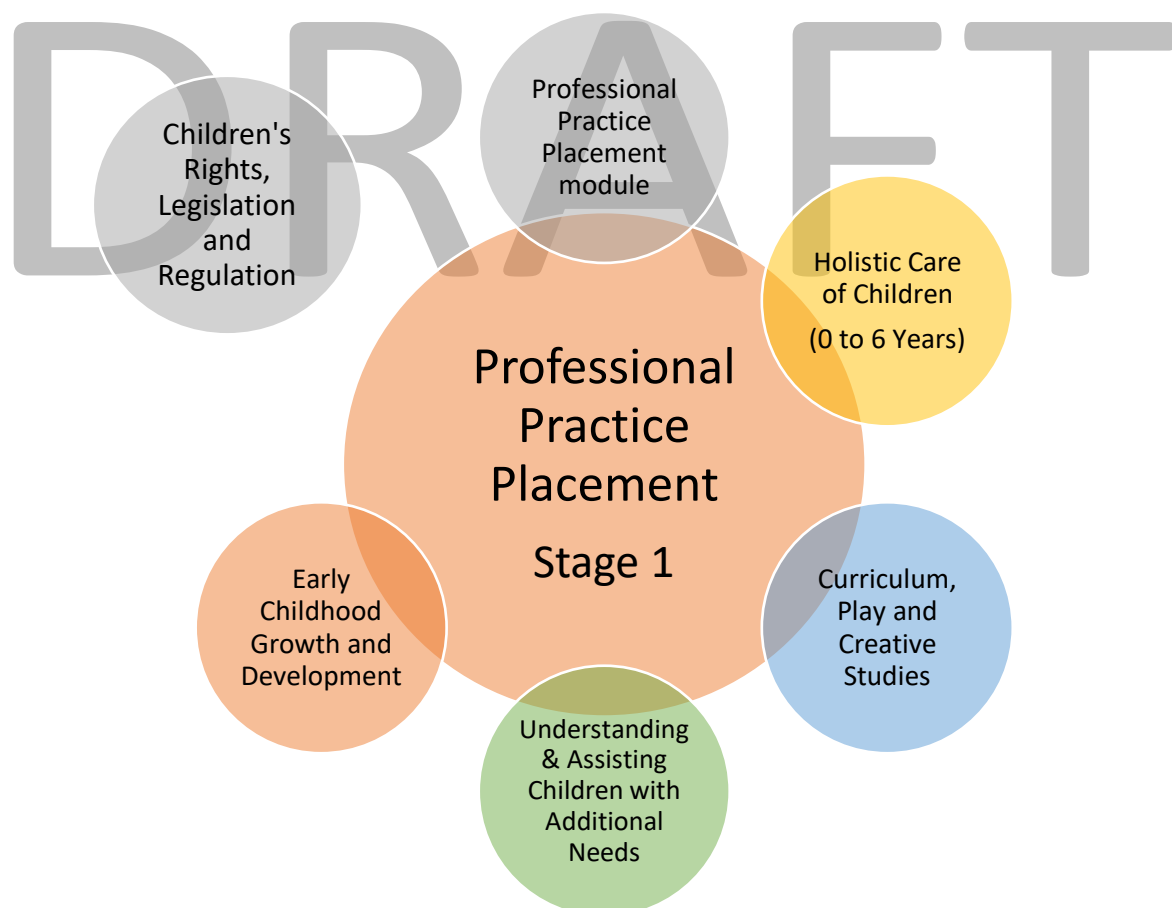


Figure 2: Centrality of professional practice placement at stage 1

Figure 3, below, illustrates the centrality of the professional practice placements to stage 2 of the programme. All six mandatory modules are linked to the professional practice placement.



Figure 3: Centrality of professional practice placements at stage 2

To achieve an award learners must complete 300 hours of professional practice placement across the two stages - 150 hours at stage 1 in a minimum of two ELC settings and 150 hours at stage 2 in a minimum of two ELC settings, with an appropriate balance between settings. The settings must include:

1. working directly with children aged between 0 and 2 years 8 months, and
2. working with children aged between 2 years 8 months and 6 years.

'An appropriate balance between settings' means a minimum of 50 hours with each age cohort, the final 50 hours can be spent with either age cohort.

Prior to the commencement of professional practice placement the learners will have undertaken a range of studies appropriate to their stage. These studies will encompass, the attributes expected of a professional such regular attendance, appropriate dress code, adhering to policies and procedures and behaving in a professional manner; adherence to health and safety guidelines and regulations; legislation relevant to professional practice and employment in ELC; reflective practice; pedagogical leadership; relationship building; self-motivation and empathy.

2.1 Learning outcomes for Professional Practice Placement – stage 1

The following module learning outcomes will be assessed during professional practice placements at stage 1.

Stage 1 - Professional Practice Placement in Early Learning and Care
MIMLOs/Minimum Intended Module Learning Outcomes 1, 3, 4, 5 & 6
1. Engage in professional development informed by principles and by observations of experienced practitioners to support education, training and employment in the ELC sector
3. Work under supervision demonstrating the required competencies, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children
4. Utilise effective communication, teamwork and a democratic, inclusive and anti-bias approach when working with children, families and colleagues
5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC
6. Apply current regulations, frameworks and policies related to professional practice in ELC settings

The following programme learning outcomes are addressed through professional practice placements at stage 1.

Stage 1
MIPLOs/Minimum Intended Programme Learning Outcomes 3, 8, 9, 10 & 11
3. Engage in an inclusive and anti-bias approach to the early learning and care of children
8. Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in ELC
9. Engage in reflective practice to support the development of personal and professional practice
10. Demonstrate professionalism with stakeholders and the broader community of the ELC setting while working under supervision
11. Implement centre-based policies, procedures and practices to ensure continuity of routines in ELC

2.2 Learning outcomes for Advanced Professional Practice Placement – stage 2

The following module learning outcomes will be assessed during professional practice placements at stage 2.

Advanced Professional Practice Placement in Early Learning and Care – stage 2
MIMLOs/Minimum Intended Module Learning Outcomes 1, 2, 3, 4 & 6
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector
4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings
6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings

The following programme learning outcomes are addressed through professional practice placements at stage 2.

Stage 2
MIPLOs/Minimum Intended Programme Learning Outcomes 2, 3, 8, 9, 10 & 11
2. Implement inclusive principles and practices to support the physical and mental health, learning, development and care needs of children in ELC
3. Promote collaborative, ethical, inclusive work practices with all stakeholders
8. Facilitate and promote effective communication and teamwork in partnership with stakeholders in the ELC environment
9. Utilise reflective practice to enhance continuing personal and professional development for self and colleagues
10. Explore the significance of the supervisory and leadership role to promote best practice and professionalism in ELC
11. Support the development and implementation of policies, procedures and review of practices consistent with legislative and regulatory requirements to improve ELC provision

3.0 Code of Practice for Professional Practice Placements

The programme provider is required to maintain a code of practice for providers of professional practice placements. The code of practice sets out the roles, responsibilities, and operating procedures for the professional practice placements. The code of practice applies to all professional practice placements.

3.1 Main parties to the professional practice placement

The main parties involved in professional practice placements: the professional practice placement provider, the professional practice placement supervisor, the programme provider, the professional practice placement monitor, and the learner.

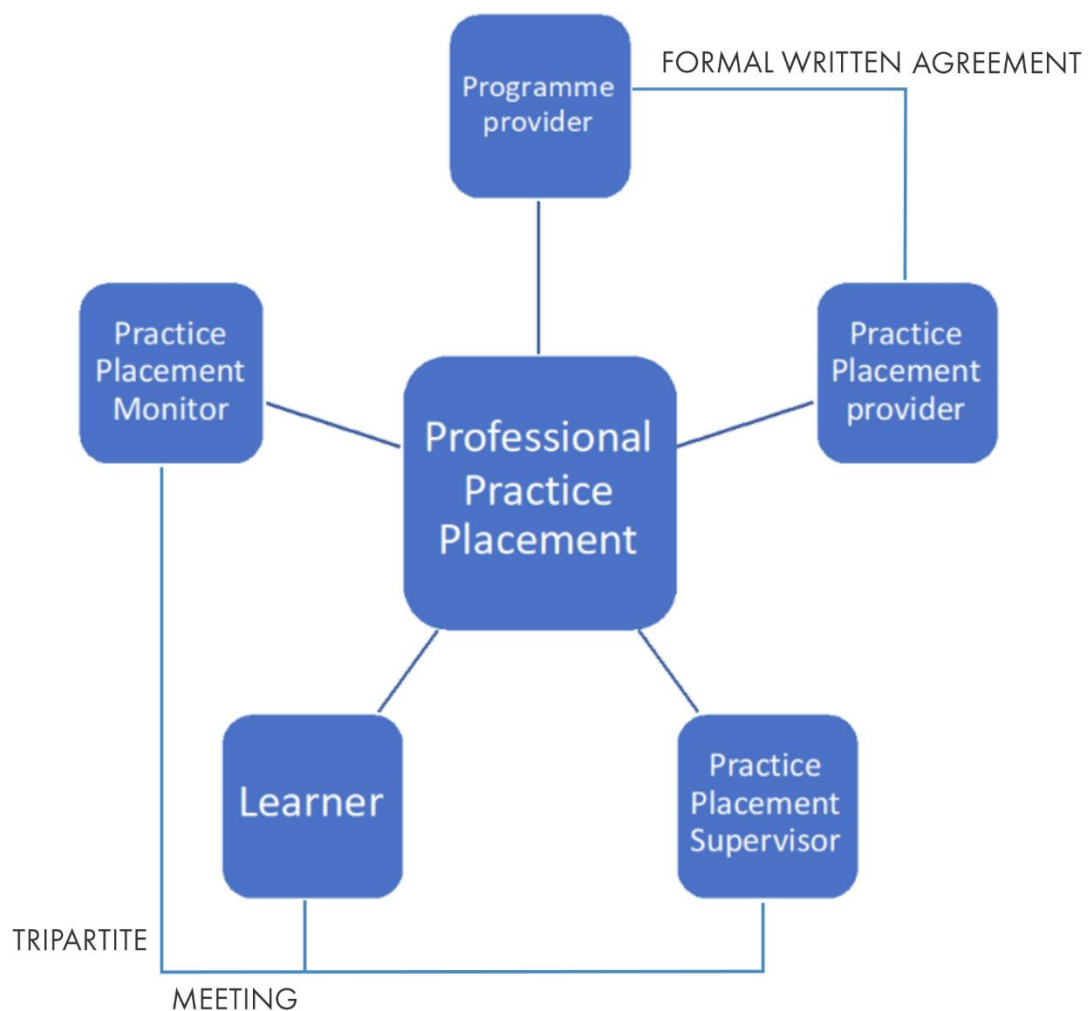


Figure 4: Main parties to professional practice placement

3.2 Code of Practice for providers of professional practice placements

The professional practice placement provider is an appropriate ELC setting that undertakes to provide professional practice experience to the learner in accordance with the requirements of the programme.

- The professional practice placement provider will sign a formal written agreement with the programme provider before the practice placement commences
- The professional practice placement provider will facilitate the learner to access the agreed number of practice placement hours in appropriate settings as required by the programme. The learner is required to complete 150 hours of professional practice placement at both stage 1 and stage 2 in a minimum of two ELC settings in each stage:
 - (1) working directly with children aged between 0 and 2 years 8 months and,
 - (2) working with children aged between 2 years 8 months and 6 years
- The practice placement agrees to provide the learner with the opportunity to:
 - observe experienced practitioners and reflect on those observations
 - integrate theory and practice
 - apply knowledge and practice
 - acquire and demonstrate the required competencies, values and work practices with babies, toddlers and young children under the supervision of more experienced practitioners
 - engage in self-reflection and self-evaluation of their own practice and engage in conversations with more experienced practitioners around their practice
- The practice placement will assign a member of the ELC team to be the professional practice placement supervisor for each learner in each setting
- The practice placement supervisor will be suitably qualified at an National Framework of Qualifications (NFQ) level above that of the learner being supervised or they will have appropriate experience/alternative qualifications
- While it is hoped that the practice placement supervisor will be in a position to supervise the learner for the duration of the placement, should unforeseen absences occur, the practice placement will put in place alternative supervision arrangements without delay and inform the learner of the new arrangements
- The practice placement will provide the learner with access to all relevant policies and procedures
- The practice placement will facilitate the supervisor to provide guidance and support to the learner, to verify the learner's engagement with mandatory activities and to liaise and meet with the practice placement monitor to discuss and review the learner's progress.

3.2 Role of the professional practice placement supervisor

The professional practice placement supervisor (the supervisor) will be a staff member of the ELC service who undertakes or is assigned to supervise the learner while on practice placement. The supervisor will be suitably qualified at an NFQ level above that of the learner being supervised **or** have appropriate experience/alternative qualifications.

- The supervisor will provide a suitable induction for the learner, familiarising them with the service objectives, ethos, work practices, premises, and roles of different personnel
- The supervisor will provide access to all relevant policies and procedures
- The supervisor will support the learner while on placement and provide appropriate guidance and feedback to the learner
- The supervisor will ensure that the learner has the opportunity to:
 - observe experienced practitioners and reflect on those observations
 - integrate theory and practice
 - apply knowledge and practice
 - acquire and demonstrate the required competencies, values and work practices with babies, toddlers and young children under the supervision of more experienced practitioners
 - engage in self-reflection and self-evaluation of their own practice and engage in conversations with more experienced practitioners around their practice.
- The supervisor will verify that the learner has engaged in a range of work-based mandatory activities by initialling and dating the **Professional Practice Placement Supervisor's Report – Part 1** (Appendix 2)
- The supervisor will monitor the learner's progress across a range of stage appropriate work-related competencies during the course of the placement. The competencies can be found in the **Professional Practice Placement Supervisor's Report – Part 2 or Part 3** (for setting 1 or setting 2)
- The supervisor will participate in a tripartite meeting with the learner and practice placement monitor. The purpose of the three-way meeting is to provide the supervisor, the monitor and the learner with an opportunity to review the learner's progress over the course of the placement and to allow an evaluation to be made by the monitor and the supervisor, in consultation with the learner, as to whether the learner has or has not demonstrated the competencies set out in the **Professional Practice Placement Supervisor's Report (Part 2 & 3)**
- The supervisor will be aware of arrangements and supports that are in place for learners who are experiencing difficulties while on practice placement and will refer the learner to these supports as required
- The supervisor will maintain a record of the learner's daily attendance and hours (Appendix 4) during the placement and co-sign (supervisor, learner and monitor) the attendance record and the learner's absence record (Appendix 5) at the end of the placement.

3.3 Role of the programme provider regarding professional practice placements

Programme provider refers to the centre/college that is offering the ELC programme to learners.

- Professional Practice Placements are integral to the programme. Programme providers will maintain an appropriate code of practice for providers of professional ELC practice placements and associated procedures and criteria
- The programme provider will communicate the intended learning outcomes for the practice placement and the strategy for the assessment of the achievement of those outcomes to both the placement providers and the learner (see p. 8-9)
- The programme provider will appoint a suitably qualified professional practice placement monitor to act as the liaison person between the programme team, the learner and the professional placement provider/supervisor
- There will be a formal written agreement between the programme provider and the practice placement setting out respective roles and responsibilities and referencing the code of practice for the supervision of learners set out in this handbook (Appendix 1)
- The programme provider will ensure that while the learner is on professional practice placement, appropriate support, guidance and supervision arrangements are maintained by the programme team and supports are in place for learners who are experiencing difficulties during professional practice placement.

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3.4 Role and responsibilities of the professional practice placement monitor

The professional practice placement monitor (monitor) is the liaison person between the programme provider, the learner and the practice placement provider/supervisor. The monitor will be suitably qualified and experienced in ELC, be Garda vetted and have experience in the assessment of learners.

- The monitor will ensure that the learner is in a suitable placement setting, receiving the appropriate support, learning opportunities and supervision
- The monitor will ensure that the written agreement (Appendix 1) between the provider and the placement is signed by the programme provider and the practice placement in advance of the placement starting. A copy of the written and signed agreement should be held by both parties
- The monitor will ensure that the supervisor has received all the relevant information regarding professional practice placement:
 - Written agreement between the provider and practice placement
 - Public liability insurance certificate
 - Professional Practice Placement Handbook
 - Professional Practice Placement Supervisor's Report
 - Contact details for the monitor
- The monitor will ensure that arrangements are in place, where required, to support the learner to receive guidance, support and practice opportunities to acquire the work-based competencies
- The monitor will mediate between the learner and the supervisor should any issues arise during the professional practice placement
- The monitor will ensure that the learner receives support if they are experiencing difficulties during the professional practice placement
- The monitor will be expected to contact the practice placement supervisor at least once during each placement setting to ensure the well-being of the learner. This contact may be in the form of a phone call, email, virtual meeting or face-to-face meeting
- **In addition**, the monitor will arrange a tripartite meeting between the monitor, supervisor and learner during each of the practice placements. The monitor will contact the supervisor to arrange a suitable date and time for the tripartite meeting. Tripartite meetings may not take place by telephone or email.
- The purpose of the three-way meeting is to provide the supervisor, the monitor and the learner with an opportunity to review the learner's progress over the course of the placement and to allow an evaluation to be made by the monitor and the supervisor, in consultation with the learner, as to whether the learner has or has not demonstrated the competencies set out in the **Professional Practice Placement Supervisor's Report (Part 2 & 3)**. The format for the tripartite meeting is set out on p.18
- The monitor will co-sign the learners attendance record and absence record sheets (Appendix 4 & 5)
- At the conclusion of the second practice placement the monitor will review the Professional Practice Placement Supervisor's Report, as follows:
 - *Has the learner been evaluated as 'competent' in all of the competencies at least once across the two placement settings?*

If Yes , the learner will be awarded 40%. If No, the learner will be awarded 0%

- The monitor will verify if the learner has completed 150 hours practice placement in a minimum of two settings across the specified age ranges
- The monitor will sign the form and return it to the professional practice placement teacher/tutor at the centre/college.
- The monitor will complete the **Checklist for Monitoring Professional Practice Placements** (Appendix 6) at the end of each placement and return the completed checklist to the Professional Practice Placement teacher/tutor at the centre/college.

3.5 Role of the learner on professional practice placement

- The learner, in consultation with the programme provider, may be required to identify a suitable, age appropriate, currently registered Tusla professional practice placement or, alternatively, the learner may be assigned a pre-arranged practice placement by the programme provider
- The learner will provide the practice placement with evidence of Garda vetting, two references and evidence of completion of the Children First E–Learning programme at the outset of the placement
- The learner will demonstrate professional practices in line with the placement policies and procedures, including good time-keeping and adhering to the dress code
- The learner will familiarise themselves with, and adhere to, the policies and procedures of each ELC setting, for example, confidentiality, GDPR, health & safety, child protection
- The learner will contact their supervisor immediately if unable to attend the placement
- The learner will maintain a record of any absences (Appendix 5) and ensure that this record is signed by the supervisor and monitor at the end of each placement
- The learner will be autonomous in their learning
- The learner will demonstrate a positive attitude and willingness to participate in all activities in the setting
- The learner will engage in effective and active listening, asking questions where necessary
- The learner will demonstrate the ability to take appropriate initiative in a situation
- The learner will demonstrate the ability to perform tasks effectively with minimum help or approval, or without direct supervision
- The learner will demonstrate a willingness to take direction from supervisors, workplace monitors and other team members
- The learner will take responsibility for undertaking the work-based mandatory activities and ensuring, on completion, that they have been verified by their supervisor on the Professional Practice Placement Supervisor’s Report (Part 1)
- The learner will engage fully in the tripartite meeting with the workplace monitor and placement supervisor.

4.0 Assessment of Learners on Professional Practice Placements

Assessment of learning takes place through a combination of centre/college based assessments and assessment of the learner during professional practice placement. There are centre/college based assessments associated with each module and a work-based assessment associated with the Professional Practice Placement modules at both stage 1 and stage 2.

The five assessment techniques available for the assessment of learners across the modules include:

1. Continuous assessment, including:
 - Assignment
 - Child study
 - Portfolio
 - Reflective journal
 - Scenario-based case study
 - Case study
2. Project
3. Skills demonstration
4. Examination
5. Work-based assessment.

Some of the assessments rely on experiences and activities carried out while the learner is on professional practice placement. The activities are called mandatory activities. Where a learner engages with a mandatory activity on placement, the documentation, evaluation and reflection form part of a centre/college-based assessment linked to another module.

4.1 Mandatory Activities

The learner is required to complete a number of mandatory activities while on professional practice placement. The professional practice placement supervisor will verify engagement of the learner with each of the mandatory activities by initialling and dating the **Professional Practice Placement Supervisor's Report (Part 1)**. The learner is responsible for planning, implementing and requesting an appropriate time to carry out these activities.

The mandatory activities for stage 1/level 5 are:

- Child observations (five) (*Early Childhood Growth and Development* module)
- Practical holistic care activities (three) (*Holistic Care of Children (0 to Six Years)* module)
- Learning activities (four, one of which must be storytelling) (*Curriculum, Play and Creative Studies* module)
- An inclusive learning activity with a child (one) (*Understanding and Assisting Children with Additional Needs* module).

The mandatory activities for stage 2/level 6 are:

- Child study (*The Developing Child* module)
- Implement one of the STEM, literacy or arts activities (*Curriculum and Pedagogy* module)
- Consultation with a child, their family and other staff on planning and implementing a developmentally appropriate and inclusive learning activity (*Inclusive Early Learning and Care* module, *The Developing Child* module)
- Equality and inclusivity proofing exercise (*Inclusive Early Learning and Care* module)
- Create a child safe-guarding statement (*Sociology and Social Policy* module)

- Devise a proposed policy for partnership with families (*Supervision and Administration* module)
- Devise a learner professional profile to be given to parents/guardians (*Advanced Professional Practice Placement in Early Learning and Care* module)
- Consultation with stakeholders before designing an interest area in ELC on play-based learning activities (*Curriculum and Pedagogy* module).

4.2 Work-based professional competencies

Essential work-based professional competencies have been identified for each stage of the programme. The competencies will be developed, practised and enhanced while the learner is on practice placement.

The professional competencies to be demonstrated at stage 1/level 5 while on placement are:

- Demonstrates readiness for work
- Works well under supervision, takes direction and engages with constructive feedback
- Works well as a member of a team
- Communicates effectively when working with children and staff
- Adopts a respectful, democratic, inclusive, and anti-bias approach when working with children
- Adheres to the policies, practices, and procedures of the placement
- Demonstrates work practices that are in line with health and safety requirements in the placement setting.

The professional competencies to be demonstrated at stage 2/level 6 while on placement are:

- Engages in advanced practices of professionalism
- Demonstrates the required competencies, values, attitudes, and work practices to work effectively with babies, toddlers, young children
- Demonstrates a range of intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders
- Observes team leadership roles demonstrating supervisory and mentoring skills that support the work of others
- Leads on the delivery of good practice informed by current legislation, regulations and National frameworks.

4.3 Assessment of work-based competencies

The learner is required to demonstrate competence in all the work-based competencies listed in the **Professional Practice Placement Supervisor's Report, Part 2 & 3**.

The learner must be deemed '*competent*' in all of the competencies at least once across the two settings to pass the module. The learner will receive either 40% or 0%.

Where the learner is assessed as 'Not Yet Competent' in the Work-based Assessment, and achieves a cumulative mark of 50% or more for the Professional Practice Placement in Early Learning and Care or the Advanced Professional Practice Placement in Early Learning and Care module, then the assessor must complete the Amended Grade Form in order to bring the cumulative mark for the module to 49%. The Amended Grade Form is at the back of the modules and must be used in order to trigger an Unsuccessful grade.

4.4 Tripartite meeting

The tripartite meeting is a meeting of the supervisor, the monitor and the learner. The tripartite meeting should be scheduled once the learner is at least half-way through the placement. Tripartite meetings may not take place by telephone or email.

The purpose of the three-way meeting is to provide the supervisor, the monitor and the learner with an opportunity to review the learner's progress over the course of the placement and to allow an evaluation to be made by the monitor and the supervisor, in consultation with the learner, as to whether the learner has or has not yet demonstrated the competencies set out in the **Professional Practice Placement Supervisor's Report (Part 2 & 3)**.

The monitor will contact the supervisor to arrange a suitable date and time for the meeting. Figure 5 shows how the tripartite meeting should be scheduled.

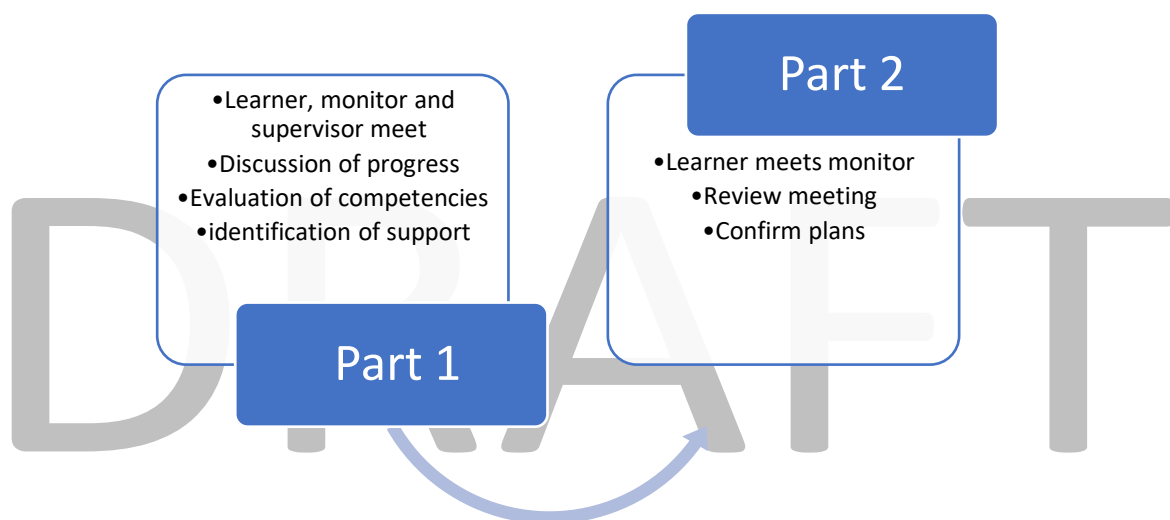


Figure 5: Plan for a professional practice placement tripartite meeting

- It is expected that each tripartite meeting will take approximately **45 minutes**
- Prior to the tripartite meeting the learner will review the list of competencies in the Professional Practice Placement Supervisor's Report (Part 2 & 3) and evaluate their own progress towards achieving the competencies
- The learner is required to demonstrate each competency at least once across the two settings
- In **Part 1** of the tripartite meeting the supervisor, monitor and learner will review the learner's progress over the course of the placement to date and check the number of hours placement the learner has completed. They will check that mandatory activities have been undertaken and verified. The monitor and the supervisor, in consultation with the learner, will evaluate if the learner has or has not-yet demonstrated the competencies set out in the **Professional Practice Placement Supervisor's Report (Part 2 & 3)**.
- The learner will have the opportunity to communicate their feelings about the placement and the learning opportunities offered.
- The supervisor will have the opportunity to discuss the learner's performance and to acknowledge progress and strengths and identify any support needed

- **Part 2** of the meeting will provide an opportunity for the monitor and the learner to review the meeting and agree action plans
- The monitor will keep a record of the outcomes of the meeting. Follow up to the tripartite meeting, if required, can be by phone, email, virtual meeting or face-to-face meeting.

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5.0 FAQs

Q. 1 What should happen in the case of a learner who may not be suited to the field of Early Learning and Care?

It is possible that a small number of learners could present for professional practice placement who may not be suitable for working in the field of ELC. This could be due to personal difficulties or other issues that the learner may present with throughout the duration of placement, or a change of mind of the part of the learner. It is desirable, where possible, that the monitors and supervisors work together in these circumstances. If the supervisor has any immediate concerns, they should raise them as soon as possible with the learner and inform the monitor.

Q. 2 What should happen if the student lacks motivation in the placement setting?

All learners are encouraged by college/centre teachers, upon the commencement of a placement, to ask questions and present themselves in a professional, enthusiastic and focused manner. If the learner seems unmotivated, the supervisor should raise this with the learner and aim to address the issue if possible. If there is no improvement the practice placement monitor should be contacted for further advice and support.

Q. 3 What should happen if the learner is late arriving to the workplace or is not attending regularly?

Punctuality and reliability are essential competencies required for working in ELC. The supervisor should discuss this with the learner in the first instance, indicating expectations in these matters. If the situation persists, the placement supervisor should contact the monitor via phone or email. The monitor will liaise with the learner and, if necessary, the setting, to resolve any such issues.

Q. 4 Do the same practice placement hours apply for part-time learners?

Yes, all learners are required to complete professional practice in a minimum of two ELC settings in each stage irrespective of whether the programme is full-time or part-time. For each stage learners must complete 150 hours of professional practice placement in the minimum of 2 ELC settings (1) working directly with children aged between 0 and 2 years 8 months and (2) working with children aged between 2 years 8 months and 6 years, with an appropriate balance between settings.

Q. 5 Can professional practice placement hours be done in a primary school setting?

No, it is not possible to do placement hours in a primary school. Professional practice placements must be in entities currently registered as service providers with Tusla.

Q. 6 What happens if a learner is deemed *competent* in a work-based competency in the first setting and not-yet competent in the second setting?

The learner is required to demonstrate competence in all work-based competencies listed in the Professional Practice Placement Supervisor's Report, Part 2 & 3 to pass the module. The learner will be assessed on all competencies in both settings. The learner can demonstrate the competencies in either or both settings.

Q. 7 What should happen if a learner is deemed *Not-yet Competent*, but achieves 50% or more in their other assessments in the Professional Practice Placement modules?

Where the learner is assessed as '*Not-yet Competent*' in the Work-based Assessment, and achieves a cumulative mark of 50% or more for the Professional Practice Placement in Early Learning and Care or the Advanced Professional Practice Placement in Early Learning and Care module, then the assessor must complete the Amended Grade Form in order to bring the cumulative mark for the module to 49%. The Amended Grade Form is at the back of the modules and must be used in order to trigger an Unsuccessful grade.

Appendices

Appendix 1 - Sample formal written agreement

There will be a formal written agreement between the provider and each practice placement setting out respective roles and responsibilities and a code of practice for providers of professional practice placements.

Name of the programme provider:

Name of the professional practice placement:

Setting (0 - 2 years 8 months or 2 years 8 months – 6 years):

Name of the practice placement supervisor:

Name of the learner:

Name of the practice placement monitor:

Date of commencement for the placement:

Agreement between programme provider and professional practice placement provider

This is an agreement between (*insert name of practice placement provider*) and (*insert name of programme provider*) to provide a professional practice placement to (*insert name of learner*), who is undertaking a programme of study leading to the *Level 5 Certificate in Early Learning and Care or Advanced Certificate in Early Learning and Care (Level 6)* (*delete as appropriate*).

The practice placement provider agrees to facilitate the learner to access an agreed number of professional practice placement hours in an appropriate setting/s. The learner is required to complete 150 hours of professional practice placement at stage 1 and at stage 2, in a minimum of two ELC settings at each stage: (1) working directly with children aged between 0 and 2 years 8 months, and (2) working with children aged between 2 years 8 months and 6 years.

The practice placement provider agrees to assign a member of the ELC team to be the practice placement supervisor for the learner. The practice placement supervisor will be suitably qualified at a National Framework of Qualifications (NFQ) level above that of the learner being supervised or they will have appropriate experience/alternative qualifications. The supervisor will provide guidance and support to the learner, verify the learner's engagement with mandatory activities and liaise with the practice placement monitor to discuss and review the learner's progress.

The supervisor is required to familiarise themselves with this written agreement, the code of practice for practice placements and details of the assessments to be verified/carried out in the workplace. These details are all included in the Professional Practice Placement Handbook.

The programme provider will ensure that the practice placement receives all the relevant information regarding practice placement visits and assessments and information on what to do if issues arise.

The programme provider agrees to appoint a professional practice placement monitor who will be the liaison person between the learner, the programme provider and the practice placement

supervisor. The monitor will arrange a tripartite meeting with the supervisor and the learner in each setting to review the learner's progress, reflect on their placement and complete an evaluation of work-based competencies.

Learners are not permitted to work unsupervised with children and cannot be counted as staff when calculating children to staff ratios. The programme provider will ensure the learner has undertaken Garda Vetting and completed the Children's First E-learning programme before the practice placement commences.

If issues arise during the practice placement the supervisor is advised to talk to the learner and vice versa. If the issue is not resolved, then the supervisor or learner is encouraged to contact the monitor who represents the programme provider.

I confirm that I have read and agree to the terms and conditions of this written agreement.

Signature of programme provider:

Date:

Signature of the practice placement provider:

Date:

DRAFT

Appendix 2 - Professional Practice Placement Supervisor's Report (stage 1)

Professional Practice Placement Supervisor's Report

Learner's name:

Centre/college:

Learner's contact details - Mobile:

Email:

First professional practice placement setting

Name of first setting:

Age group: 0 to 2 years 8 months (tick as appropriate)2 years 8 months - 6 years Garda vetting Yes No 2 References Yes No Children First e-Learning Yes No

Number of placement hours completed:

Supervisor's name:

Monitor's name:

Date of tripartite meeting:

Second professional practice placement setting

Name of second setting:

Age group: 0 to 2 years 8 months (tick as appropriate)2 years 8 months - 6 years Garda vetting Yes No 2 References Yes No Children First e-Learning Yes No

Number of placement hours completed:

Supervisor's name:

Monitor's name:

Date tripartite meeting:

Part 1 Verification of Mandatory Activities (stage 1)

Learner's name:

Instructions for verification of mandatory activities (stage 1):

- The purpose of this form is for the supervisor to verify that the learner has engaged with a series of mandatory activities while on practice placement
- The activities are to be carried out across the two placement settings during stage 1
- The supervisor will verify that the learner has engaged with the activities by initialling and dating when each of the activities was carried out
- The learner should adhere to the assessment guidelines for individual modules
- It is the responsibility of the learner to plan, organise and request a suitable time to carry out the activities.

Verification of Mandatory Activities (stage 1)		
Activities	Setting 1 (0 to 2 years 8 months)	Setting 2 (2 years 8 months to 6 years)
<p>Child observations (five)</p> <p><i>The learner carries out five observations, one in each of the following areas:</i></p> <ul style="list-style-type: none"> ○ Physical ○ Intellectual ○ Linguistic ○ Emotional ○ Social <p><i>The learner should complete a minimum of 2 observations in each setting. All 5 observations cannot be completed in one setting</i></p> <p><i>The supervisor should tick beside the observation focus, initial and date the activity.</i></p>	<p><i>Physical</i></p> <p><i>Intellectual</i></p> <p><i>Linguistic</i></p> <p><i>Emotional</i></p> <p><i>Social</i></p>	<p><i>Physical</i></p> <p><i>Intellectual</i></p> <p><i>Linguistic</i></p> <p><i>Emotional</i></p> <p><i>Social</i></p>
<p>Practical holistic care skills (three)</p> <p><i>The learner carries out three practical care skills, for example, feeding a baby, toileting, caring for an child who is unwell</i></p>	<p><i>Name holistic care skills demonstrated</i></p>	<p><i>Name holistic care skills demonstrated</i></p>

<p><i>The supervisor should initial and date when each care skills task was carried out.</i></p>		
<p>Learning activities (four, one of which must be storytelling)</p> <p><i>The learner plans, implements and evaluates four activities with children, one of which must be storytelling</i></p> <p><i>Creative activities can include music, drama, art and storytelling</i></p> <p><i>The supervisor should initial and date when each learning activity was carried out.</i></p>	<p><i>Name learning activities</i></p> <p><i>Storytelling</i></p>	<p><i>Name learning activities</i></p> <p><i>Storytelling</i></p>
<p>An inclusive activity for a child (one)</p> <p><i>The learner plans and implements an inclusive learning activity for a child</i></p> <p><i>The supervisor should initial and date when the activity was carried out.</i></p>	<p><i>Case study</i></p>	<p><i>Case study</i></p>

Supervisor’s signature (setting 1):

Date:

Supervisor’s signature (setting 2):

Date:

Monitor’s signature:

Date:

Learner’s signature:

Date:

Part 2 Work-based Assessment (stage 1/setting 1)

Learner's name:

Instructions for supervisor and monitor:

- The purpose of the work-based assessment is to evaluate the learner's competence in a range of essential work-based competencies
- The learner is required to demonstrate competence in all of the competencies listed below at least once across the two settings to pass the module
- These competencies will be assessed in both settings. This form is for the first setting
- The monitor will contact the supervisor to arrange a suitable date and time for the tripartite meeting. The learner will ideally be at least half way through the placement when this meeting takes place
- The monitor and the supervisor, in consultation with the learner, will evaluate if the learner has or has not-yet demonstrated the competencies set out below
- If the learner is deemed '*competent*' the supervisor and the monitor will insert their initials and date in the '*competent*' column
- If a learner is deemed '*not-yet competent*' the supervisor and monitor will record this in the '*not-yet competent*' column (initials and date). Comments can be added to support and guide the learner, as appropriate.

Work-based Assessment – stage 1/setting 1		
Competencies	Competent <i>Insert initials and date</i>	Not-yet competent <i>Insert initials and date</i>
<p>Demonstrates readiness for work (MIMLO 1)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner engage with placement supervisor at start of placement, introduce themselves and present their CV etc.?</i> • <i>Did the learner attend, as scheduled?</i> • <i>Was the learner punctual?</i> • <i>Did the learner get in touch in case of absence without delay?</i> • <i>Did the learner demonstrate effective time management in all work practices?</i> • <i>Did the learner present themselves professionally, including dress code and self-care?</i> • <i>Did the learner discuss goals with supervisor?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

<p>Works well under supervision, takes direction and engages with constructive feedback (MIMLO 3, 5)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner reflect on feedback?</i> • <i>Did the learner make changes to the way of working (active experimentation)?</i> • <i>Did the learner use their initiative?</i> • <i>Did the learner demonstrate understanding of their role and the role of others?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Works well as a member of a team (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner build responsive, respectful, and reciprocal working relationships?</i> • <i>Did the learner work well as part of a team?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Communicates effectively when working with children and staff (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner plan their mandatory activities with the supervisor?</i> • <i>Was the learner a good role model?</i> • <i>Did the learner communicate appropriately, at all times, with the children?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Adopts a respectful, democratic, inclusive, and anti-bias approach when working with children (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner engage children in the planning of inclusive activities?</i> • <i>Did the learner actively support diversity, different customs, cultures and family structures in the professional practice placement?</i> • <i>Did the learner actively promote the voice of the child?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

<p>Adheres to the policies, practices and procedures of the placement (MIMLO 6)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner maintain confidentiality when working in an ELC setting?</i> • <i>Did the learner demonstrate awareness of the centre's code of ethics?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Demonstrates work practices that are in line with health and safety requirements in the placement setting (MIMLO 6)</p> <p>Some aspects to consider:</p> <p><i>Did the learner comply with health and safety requirements, e.g., handwashing, using protective equipment?</i></p> <p><i>Did the learner always ensure the health and safety of all children?</i></p>	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Competent</p>

Supervisor's signature (setting 1):

Date:

Monitor's signature:

Date:

I attended the tripartite meeting and have received feedback on the competencies.

Learner's signature:

Date:

Part 3 Work-based Assessment (stage 1/setting 2)

Learner's name:

Instructions for supervisor and monitor:

- The purpose of the work-based assessment is to evaluate the learner's competence in a range of essential work-based competencies
- The learner is required to demonstrate competence in all of the competencies listed below at least once across the two settings to pass the module
- These competencies will be assessed in both settings. This form is for the second setting
- The monitor will contact the supervisor to arrange a suitable date and time for the tripartite meeting. The learner will ideally be at least half way through the placement when this meeting takes place
- The monitor and the supervisor, in consultation with the learner, will evaluate if the learner has or has not-yet demonstrated the competencies set out below
- If the learner is deemed '*competent*' the supervisor and the monitor will insert their initials and date in the '*competent*' column
- If a learner is deemed '*not-yet competent*' the supervisor and monitor will record this in the '*not-yet competent*' column (initials and date). Comments can be added to support and guide the learner, as appropriate.

Work-based Assessment – stage 1/setting 2		
Competencies	Competent <i>Insert initials and date</i>	Not-yet competent <i>Insert initials and date</i>
<p>Demonstrates readiness for work (MIMLO 1)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner engage with placement supervisor at start of placement, introduce themselves and present their CV etc.?</i> • <i>Did the learner attend, as scheduled?</i> • <i>Was the learner punctual?</i> • <i>Did the learner get in touch in case of absence without delay?</i> • <i>Did the learner demonstrate effective time management in all work practices?</i> • <i>Did the learner present themselves professionally, including dress code and self-care?</i> • <i>Did the learner discuss goals with supervisor?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

<p>Works well under supervision, takes direction and engages with constructive feedback (MIMLO 3, 5)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner reflect on feedback?</i> • <i>Did the learner make changes to the way of working (active experimentation)?</i> • <i>Did the learner use their initiative?</i> • <i>Did the learner demonstrate understanding of their role and the role of others?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Works well as a member of a team (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner build responsive, respectful and reciprocal working relationships?</i> • <i>Did the learner work well as part of a team?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Communicates effectively when working with children and staff (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner plan their mandatory activities with the supervisor?</i> • <i>Was the learner a good role model?</i> • <i>Did the learner communicate appropriately with the children, at all times?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Adopts a respectful, democratic, inclusive and anti-bias approach when working with children (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner engage children in the planning of inclusive activities?</i> • <i>Did the learner actively support diversity, different customs, cultures, and family structures in the professional practice placement?</i> • <i>Did the learner actively promote the voice of the child?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

Appendix 3 - Professional Practice Placement Supervisor's Report (stage 2)

Professional Practice Placement Supervisor's Report

Learner's name:

Centre/college:

Learner's contact details - Mobile:

Email:

First professional practice placement setting

Name of first setting:

Age group: 0 to 2 years 8 months (tick as appropriate)2 years 8 months - 6 years Garda vetting Yes No 2 References Yes No Children First e-Learning Yes No

Number of placement hours completed:

Supervisor's name:

Monitor's name:

Date of tripartite meeting:

Second professional practice placement setting

Name of second setting:

Age group: 0 to 2 years 8 months (tick as appropriate)2 years 8 months - 6 years Garda vetting Yes No 2 References Yes No Children First e-Learning Yes No

Number of placement hours completed:

Supervisor's name:

Monitor's name:

Date tripartite meeting:

Part 1 Verification of Mandatory Activities

Learner's name:

Instructions for verification of mandatory activities (stage 2):

- The purpose of this form is for the supervisor to verify that the learner engaged with a series of mandatory activities while on practice placement
- The activities are to be carried out across the two settings during stage 2
- The supervisor will verify that the learner has engaged with the activities by initialling and dating when each of the mandatory activities was carried out
- The learner should adhere to the assessment guidelines for individual modules
- It is the responsibility of the learner to plan, organise and request a suitable time to carry out the activities.

Verification of Mandatory Activities – stage 2		
Activities	Setting 1 (0 to 2 years 8 months)	Setting 2 (2 years 8 months to 6 yrs.)
<p>Child study (one) <i>This comprises 3 observations carried out on one child</i> <i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Implement one of the STEM, literacy or arts activities <i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Consultation with a child, their family and other staff on planning and implementing a developmentally appropriate and inclusive learning activity <i>The supervisor should initial and date when each learning activity was carried out.</i></p>		

<p>Equality and inclusivity proofing exercise</p> <p><i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Create a child safe-guarding statement</p> <p><i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Devise a proposed policy for partnership with families</p> <p><i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Devise a learner professional profile to be given to parents/guardians</p> <p><i>The supervisor should initial and date when each learning activity was carried out.</i></p>		
<p>Consultation with stakeholders before designing an interest area in ELC</p> <p><i>The supervisor should initial and date when the consultation took place either between the learner and the children and/or the supervisor.</i></p>		

Supervisor's signature (setting 1):

Date:

Supervisor's signature (setting 2)

Date:

Monitor's signature:

Date:

Learner's signature:

Date:

<p>Demonstrates the required competencies, values, attitudes and work practices to work effectively with babies, toddlers and young children (MIMLO 2)</p> <p>Aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner plan, develop and implement age-appropriate inclusive activities with children?</i> • <i>Did the learner show sensitivity to all children?</i> • <i>Did the learner actively promote the voice of the child?</i> • <i>Did the learner take responsibility for their own learning?</i> • <i>Did the learner demonstrate a commitment to their professional development?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Demonstrates a range of intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all (MIMLO 3)</p> <p>Aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner demonstrate professional identity, dialogue and practice?</i> • <i>Did the learner acknowledge the importance of partnership with families?</i> • <i>Did the learner acknowledge diversity and equality at all times?</i> • <i>Did the learner communicate effectively with all stakeholders?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Observes team leadership roles demonstrating supervisory and mentoring skills that support the work of others (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner observe the supervisor and other team members in daily tasks, routines and transitions?</i> • <i>Did the learner engage in mentoring with others?</i> • <i>Did the learner respect the roles and responsibilities of team members?</i> • <i>Did the learner take direction from a team leader?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

<p>Demonstrates the required competencies, values, attitudes and work practices to work effectively with babies, toddlers and young children (MIMLO 2)</p> <p>Aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner plan, develop and implement age-appropriate inclusive activities with children?</i> • <i>Did the learner show sensitivity to all children?</i> • <i>Did the learner actively promote the voice of the child?</i> • <i>Did the learner take responsibility for their own learning?</i> • <i>Did the learner demonstrate a commitment to their professional development?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Demonstrates a range of intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all (MIMLO 3)</p> <p>Aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner demonstrate professional identity, dialogue and practice?</i> • <i>Did the learner acknowledge the importance of partnership with families?</i> • <i>Did the learner acknowledge diversity and equality at all times?</i> • <i>Did the learner communicate effectively with all stakeholders?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>
<p>Observes team leadership roles demonstrating supervisory and mentoring skills that support the work of others (MIMLO 4)</p> <p>Some aspects to consider:</p> <ul style="list-style-type: none"> • <i>Did the learner observe the supervisor and other team members in daily tasks, routines and transitions?</i> • <i>Did the learner engage in mentoring with others?</i> • <i>Did the learner respect the roles and responsibilities of team members?</i> • <i>Did the learner take direction from a team leader?</i> 	<p>Competent</p> <p>Comments</p>	<p>Not-yet competent</p> <p>Comments</p>

Leads on the delivery of good practice informed by current legislation, regulations and frameworks (MIMLO 6)	Competent	Not-yet competent
Aspects to consider: <ul style="list-style-type: none"> • <i>Did the learner follow the centre's regulations, policies and procedures?</i> • <i>Did the learner promote the health, welfare and development of all children?</i> • <i>Did the learner respect the centre's code of ethics?</i> 	Comments	Comments

Supervisor's signature (setting 2):

Date:

Monitor's signature:

Date:

I attended the tripartite meeting and have received feedback on the competencies.

Learner's signature:

Date:

For administration use only:

To be completed by the monitor after second placement assessment

This form should be returned to the professional practice placement module teacher/tutor

Learner's name:

Has the learner been evaluated as competent in each of the competencies, at least once across the two placement settings? Yes No

If Yes, the learner is awarded 40%

Insert result here:

If No, the learner is awarded 0%

Did the learner complete 150 hours placement, as required?

Yes No

Monitor's signature:

Date:

Appendix 5 - Sample Learner Absence Record Form

The learner should record any day that they are absent from practice placement. They should provide an explanation for the absence and record any documentation that supports the absence. The learner should tick the box to confirm that their supervisor and monitor were notified of the absence. This record will be cross-checked with the practice placement's record of attendance.

Centre/college name:

Name of placement provider:

Stage 1 or 2:

Learner's name:

Date of absence	Number of hours/days missed	Reason for absence	Documentation to support absence	Did you notify your supervisor of your absence? Y/N	Did you notify your placement monitor of absence? Y/N

Supervisor's signature:

Date:

Monitor's signature:

Date:

Learner's signature:

Date:

This form should be signed by all the parties above and returned to the Professional Practice Placement teacher/tutor at the centre/college.

Appendix 6 - Checklist for monitoring practice placement settings

The following checklist is to be used by the Professional Practice Placement monitor to ensure the ongoing quality of practice placements. This checklist is based on the criteria for the selection of professional placements (see section 5.2 of the Policy on Professional Practice Placements in the Early Learning and Care Programme).

Note: Part B of the checklist below should be completed in conjunction with the learner, either in the final part of the tripartite meeting (monitor and learner alone), or after the practice placement has been completed.

Placement Provider: _____ Setting: _____

Part A	Yes/No
Is the professional practice placement setting currently registered as a service provider with Tusla?	
Was the practice placement provider able to offer the learner the agreed number of hours working directly with children aged between 0 and 2 years 8 months and/or working with children 2 years & 8 months and 6 years?	
Did the practice placement provider assign a suitably qualified practice placement supervisor to take responsibility for the learner and their assessment?	
Part B	
To be discussed with the learner:	
Did the practice placement provider provide the learner with the opportunity to:	
<ul style="list-style-type: none"> • observe experienced practitioners and reflect on those observations? 	
<ul style="list-style-type: none"> • integrate theory and practice? 	
<ul style="list-style-type: none"> • apply knowledge and practice? 	
<ul style="list-style-type: none"> • acquire and demonstrate the required competencies, values and work practices with babies, toddlers and young children, as appropriate to the setting, under the supervision of more experienced practitioners? 	
<ul style="list-style-type: none"> • engage in self-reflection and self-evaluation of their own practice and engage in conversations with more experienced practitioners around their practice? 	

	Yes / No
This setting is recommended for future practice placements	

Monitor's signature:

Date: