

# LMETB Policy on Professional Practice Placements in Early Learning and Care

## POLICY VERSION CONTROL

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Document Title/Reference	Policy on Professional Practice Placements in the Early Learning and Care Programme
<b>Purpose</b>	<p>The purpose of this document is to outline Louth and Meath ETB's LMETB) policy with respect to professional practice placements undertaken by learners engaged in programmes leading to the Level 5 Certificate in Early Learning and Care (ELC), and the Advanced Certificate in Early Learning and Care (Level 6).</p>
<b>Context</b>	<p>The context of this policy relates to the development of the new Advanced Certificate in Early Learning and Care (Level 6) and the Level 5 Certificate in Early Learning and Care programmes. The Advanced Certificate in Early Learning and Care consists of two stages, where stage 1 is the equivalent of level 5, and stage 2 is the equivalent of level 6. The Level 5 Certificate in Early Learning and Care consists of a single stage, leading to a level 5 award.</p> <p>These new programmes have been developed in line with the Professional Award Type Descriptors at NFQ Levels 5 to 8: Annotated for QQI Early Learning and Care (ELC) Awards (PATD), published by QQI in 2019. This document outlines the standards that learners completing the programme are expected to achieve at levels 5 and 6, as well as specific validation conditions regarding the professional practice placements that all learners are expected to undertake in the course of their studies. This document outlines the LMETB policy with respect to professional practice placements in ELC programmes.</p>
<b>Scope</b>	<p>This policy for professional practice placement applies in the context of the delivery of the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes.</p> <p>Ancillary to the approval and implementation of an LMETB-wide policy on work placements, this policy will only apply in the context of the delivery of the Level 5 Certificate in Early Learning and Care, and the Advanced Certificate in Early Learning and Care (Level 6) programmes.</p>
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<b>Related Policy</b>	<p>LMETB Work Experience Policy</p> <p>LMETB Assessment Procedures</p>
<b>Audience &amp; Communication</b>	<p>Applicable to relevant staff and learners of LMETB. This policy will be made available on the LMETB website.</p>
<b>Policy Owner &amp; Implementation</b>	<p>The Chief Executive of LMETB has overall responsibility for the policy</p> <p>The QA sub-committee shall be considered the owners of this policy and will ensure that information is accurate and up-to-date.</p>
<b>Monitoring, Evaluation and Continuous Improvement</b>	<p>The LMETB QA office shall be responsible for keeping the policy and procedure up-to-date and for ensuring that only approved versions of the Policy/procedure are accessible via the LMETB website. The Procedure Owner shall periodically review this policy.</p>

Document Title/Reference	Policy on Professional Practice Placements in the Early Learning and Care Programme
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## 1. Principles of professional practice placement in LMETB

The professional practice placement is central to the Early Learning and Care programme in LMETB. Professional practice placement allows learners to translate the theoretical knowledge which they have gained in class into live practice and experience within an early years' setting. It further allows them to acquire and demonstrate competencies which are essential to professional practice.

LMETB welcomes a partnership approach between professional practice placement supervisors and the centre/college which is sending the learner out on placement and recognises and values the role of the supervisor in facilitating and supporting learners in their development while on practice placement.

In recognition of the central importance of the professional practice placement in the Early Learning and Care programmes, LMETB has developed a Professional Practice Placement Handbook to support centres, placement supervisors and learners, and to ensure that the professional practice placement experience is as meaningful and valuable for learners as possible.

## 2. Professional Practice Placement

### 2.1 Practice Placement hours

The special validation conditions published in the PATD specify that learners must complete 150 hours of professional practice placement (per annum, when studying full-time) in a minimum of two 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 - 6 years, with an appropriate balance between settings (see 2.1.3)

In practice this means the following:

**2.1.1 Advanced Certificate in Early Learning and Care.** Learners completing the Advanced Certificate in Early Learning and Care will be expected to complete a **total of 300 hours** of professional practice placement where:

- 150 hours must be completed at **both** stage 1 **and** stage 2
- The placement at each stage must take place in two settings as outlined in 5.1 above
- The requirement to have 150 hours placement at each stage, across two settings, applies to **all** learners, regardless of whether they are undertaking full-time or part-time courses

**2.1.2 Level 5 Certificate in Early Learning and Care.** Learners completing the Level 5 Certificate in Early Learning and Care will be expected to complete a **total of 150 hours** of professional practice placement where:

- The placement must take place in two settings as outlined in 5.1 above
- The requirement to have 150 hours placement across two settings, applies to **all** learners, regardless of whether they are undertaking full-time or part-time courses.

**2.1.3** "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.

## 2.2 *Criteria for selecting professional practice placement locations*

- 2.2.1 As specified in the special validation conditions in the PATD, all professional practice placement settings must be entities currently registered as service providers with Tusla.
- 2.2.2 The practice placement provider must be in a position to offer the learner an agreed number of hours 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
- 2.2.3 The practice placement provider must be able 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.
- 2.2.4 The practice placement provider must be able to assign a practice placement supervisor/s, suitably qualified, to take responsibility for the learner and their assessment
- 2.2.5 While it is hoped that the 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 make alternative supervision arrangements as soon as possible and notify the learners of such arrangements

**Note:** While the learner may identify a potential practice placement setting, the programme provider will have final responsibility for approving the practice placement once the criteria listed above have been met.

## 3. Roles and Responsibilities

### 3.1 *Role and responsibilities of the programme provider*

In the context of this policy, the Programme Provider refers to the centre/college/training centre that is offering the ELC programme to learners. The PADT sets out the role of the provider (see PATD, section 3.0)

- 3.1.1 Professional Practice Placements will be 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
- 3.1.2 The programme provider must 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 *Professional Practice Placement Handbook* for details of the learning outcomes for the practice placement)

- 3.1.3 The programme provider will appoint a suitably qualified professional placement monitor (monitor) to act as the liaison person between the programme team, the learner and the professional placement provider/supervisor
- 3.1.4 The programme provider will have final responsibility for approving the practice placement once the criteria listed in section 2.2 above have been met
- 3.1.5 There will be a formal written agreement between the provider and the practice placement setting out respective roles and responsibilities and a code of practice for the supervision of learners (see sample written agreement in Appendix 1 of *Professional Practice Placement Handbook*)
- 3.1.6 The programme provider will ensure that while the learner is on professional practice placement, appropriate support, guidance and supervision arrangements will be maintained by the programme team and supports will be in place for learners who are experiencing difficulties during professional practice placement.

### 3.2 *Role and responsibilities of the professional practice placement monitor (monitor)*

The professional practice placement monitor (monitor) is the liaison person between the 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.

- 3.2.1 The monitor will ensure that the learner is in a suitable placement setting, receiving the appropriate support, learning opportunities and supervision
- 3.2.2 The monitor will ensure that the written agreement (*see Appendix 1 of Professional Practice Placement Handbook*) between the programme provider and the professional practice placement is signed by both parties in advance of the placement starting. A copy of the written and signed agreement will be held by both parties
- 3.2.3 The monitor will ensure that the supervisor has received all the relevant information regarding professional practice placement:
  - The 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 monitor
- 3.2.4 The monitor will ensure that arrangements are in place, where required, to support the learner to receive guidance, support and practice to acquire the work-based competencies
- 3.2.5 The monitor will mediate between the learner and the supervisor should any issues arise during the professional practice placement
- 3.2.6 The monitor will ensure that the learner receives support if they are experiencing difficulties during the professional practice placement
- 3.2.7 The monitor will be expected to contact the practice placement supervisor at least one time 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

- 3.2.8 **In addition**, the monitor will arrange to hold a tripartite meeting with the supervisor and learner once during each ELC placement, at a date and time convenient to the supervisor. Tripartite meetings may not take place by phone or email
- 3.2.9 The purpose of the three-way meeting is to provide the monitor, the supervisor, 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).
- 3.2.10 The format of the tripartite meeting is as follows.
- 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 progress towards achieving the competencies
  - The learner is required to demonstrate each competency at least once across the two settings
  - The tripartite meeting has two parts to it:
    - In Part 1, the supervisor, monitor and learner will review the learner’s progress over the course of the placement and check if the mandatory activities have been undertaken and verified and check the attendance record of the learner
    - 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 supports needed
    - In Part 2 of the meeting the monitor and the learner will have an opportunity to review Part 1 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
- 3.2.11 At the conclusion of the second practice placement the monitor will review the Professional Practice Placement Supervisor’s Report, as follows:

*Has the learner demonstrated ‘competence’ in all of the competencies, at least once across the two placement settings?*

If Yes if the answer, 40% will be awarded

If No is the answer, 0% will be awarded

The monitor will verify if the learner has completed the required 150 hours practice placement in the required settings

The monitor will sign off the result and give to Professional Practice Placement Supervisor’s Report to the professional practice placement teacher/tutor

- 3.2.12 The monitor will formally thank the supervisor and practice placement after the placements have completed

- 3.2.13 Following the completion of each professional practice placement, the monitor will complete the *Checklist for monitoring professional practice placements* (see Appendix 6 of *Professional Practice Placement Handbook*). Part A of the checklist will be completed by the monitor alone. Part B will be completed by the monitor in conjunction with the learner, either during the final part of the tripartite meeting (monitor and learner alone) or following the completion of the professional practice placement.

### 3.3 *Responsibilities of the professional practice placement provider*

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

- 3.3.1 The professional practice placement provider will sign a formal written agreement with the programme provider before the practice placement commences (Appendix 1 of the Professional Practice Placement Handbook)
- 3.3.2 The practice placement will facilitate the learner to access practice placement hours, in appropriate settings, as required by the programme. The learner is required to complete 150 hours of professional practice placement in the 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
- 3.3.3 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
- 3.3.3 The practice placement will assign a member of the ELC team to be the professional practice placement supervisor for each learner in each setting
- 3.3.4 The practice placement supervisor will be suitably qualified at an NFQ level above that of the learner being supervised or they will have appropriate experience/alternative qualifications
- 3.3.5 The practice placement will provide the learner with access to all relevant policies and procedures
- 3.3.6 The practice placement will facilitate the supervisor to provide guidance and support to the learner, to assess the learner during the practice placement and liaise and meet with the practice placement monitor to discuss and review the learner's progress.

### 3.4 *Roles and responsibilities of the professional practice placement supervisor (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.

- 3.4.1 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
- 3.4.2 The supervisor will provide access to all relevant policies and procedures
- 3.4.3 The supervisor will support the learner while on placement and provide appropriate guidance and feedback to the learner
- 3.4.4 The supervisor will keep a record of the learner's attendance (Appendix 5 of the Professional Practice Placement Handbook) and co-sign it at the end of the placement
- 3.4.5 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
- 3.4.6 The supervisor will verify on the **Professional Practice Placement Supervisor's Report – Part 1** that the learner has engaged in a specified number of work-based mandatory activities (Appendix 2 and 3 of the *Professional Practice Placement Handbook*)
- 3.4.7 The supervisor will participate in a tripartite meeting with the learner and practice placement monitor:
  - The supervisor and the monitor, 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 supports needed
- 3.4.8 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.

### 3.5 *Role and responsibilities of the learner*

- 3.5.1 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

- 3.5.2 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
- 3.5.3 The learner will demonstrate professional practices in line with the placement policies and procedures, including good time-keeping and adhering to the dress code
- 3.5.4 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
- 3.5.5 The learner will contact their supervisor immediately if unable to attend the placement
- 3.5.6 The learner will be autonomous in their learning
- 3.5.7 The learner will demonstrate a positive attitude and willingness to participate in all activities in the setting
- 3.5.8 The learner will engage in effective and active listening, asking questions where necessary
- 3.5.9 The learner will demonstrate the ability to take appropriate initiative in a situation
- 3.5.10 The learner will demonstrate the ability to perform tasks effectively with minimum help or approval, or without direct supervision
- 3.5.11 The learner will demonstrate a willingness to take direction from supervisors, workplace monitors and other team members
- 3.5.12 The learner will take responsibility for undertaking the work-based mandatory activities and ensuring they have been verified by their supervisor on the Professional Practice Placement Supervisor's Report
- 3.5.13 The learner will engage fully at the tripartite meeting with the workplace monitor and placement supervisor to discuss the placement, review progress and identify any areas requiring further development and support.

#### 4.0. Monitoring the ongoing quality of the practice placements

Programme providers are required to have an effective system to ensure the ongoing quality of practice placements. In order to do so:

- 4.1.1 *Prior to learners going on professional practice placement*
- 4.1.2 The programme provider will build a database of suitable practice placements over time, which will be reviewed on a regular basis to ensure that it remains up-to-date
- 4.1.3 The programme provider/monitor will review all prospective practice placements against the criteria listed in section 5.2 above, to ensure that they meet all the criteria and are appropriate placement settings for the learners
- 4.1.4 Tusla Early Years' Inspectorate inspection reports are available [here](#) for early years services
- 4.1.5 Department of Education Early-Years Education Inspections (EYEI) reports are available [here](#) for early years services participating in the ECCE scheme

- 4.1.6 The programme provider will have final responsibility for approving the practice placement once the criteria listed in section 5.2 above have been met.

#### 4.2 *During the placement*

- 4.2.1 The monitor will communicate with the placement provider at least once during the placement, to ensure the learner and professional practice placement requirements are being met. This can happen either through a phone call, email, virtual meeting (video) or face to face meeting.
- 4.2.2 The learner and monitor may make contact with each other in order to ensure the well-being of the learner.
- 4.2.3 The monitor will organise a tripartite towards the end of the practice placement, the primary purpose of which is the evaluation of the learner's professional competency.

#### 4.3 *After the professional practice placement*

- 4.3.1 The monitor will complete the *Checklist for monitoring professional practice placements* (Appendix 6 of the Professional Practice Placement Handbook). Part A of the checklist will be completed by the monitor alone. Part B will be completed by the monitor in conjunction with the learner, either during the final part of the tripartite meeting (monitor and learner alone) or following the completion of the professional practice placement
- 4.3.2 Following completion of the checklist, the monitor will make a recommendation as to whether the practice setting should be used for future placements. This recommendation will be noted in the professional practice placement database.

## 5. Procedures for effective communication with the practice placements

Clear, two-way communication between the programme provider and the practice placement provider is essential in ensuring a successful quality learning experience for the learner. The *Professional Practice Placement Handbook* has been developed to communicate expectations for the practice placement, the roles and responsibilities of all parties and the learning and assessment goals of the professional practice placement.

In order to ensure effective communication, the programme provider should:

- 5.1.1 Ensure all professional practice placement providers and supervisors receive a copy of the *Professional Practice Placement Handbook*
- 5.1.2 Brief the practice placement supervisor on their role in supporting, guiding and assessing the learner
- 5.1.3 The centre/college **may** organise a briefing for the practice placement provider/supervisor on the purpose, learning outcomes, assessment and role of the professional practice placement in the ELC awards
- 5.1.4 Communicate in a timely manner with the practice placement provider to ensure all arrangements are in place before the commencement of the practice placement

- 5.1.5 Inform the practice placement about the role of the professional practice placement monitor, their qualifications and experience in ELC, Garda vetting and contact details
- 5.1.6 Provide guidance to the practice placement on the purpose and timing of tripartite meetings.

## 6. Assessment of learners while on practice placement

Work-based assessment, which takes place while the learner is on professional practice placement, is a core element of the ELC programme as it allows learners to translate the theoretical knowledge which they have gained in class into real world practice and experience within early years settings. Furthermore, it allows learners to acquire and demonstrate work related competencies which are essential to their professional development.

Work-based assessments are carried out during the two professional practice placements at each stage of the programme.

The two elements to the work-based assessment that each learner must undertake while on placement are: **mandatory activities** which learners undertake while on professional practice placement as part of their centre-based modules, and an evaluation to determine if learners have demonstrated a range of **professional work-based competencies**.

The supervisor will be provided with the **Professional Practice Placement Supervisor's Report** at the outset of the placement, so that the learner's completion of the work-based assessments can be documented.

### 6.1 Assessing mandatory activities

The learner is required to engage with a number of mandatory activities while on practice placement.

- 6.1.1 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)
- 6.1.2 The supervisor will facilitate the learner to carry out these activities at an appropriate time
- 6.1.3 The mandatory activities will be assessed and marked in-centre by the programme module teacher/trainer
- 6.1.4 The mandatory activities for each stage are outlined in the *Professional Practice Placement Handbook* and in the relevant programme module descriptors.

### 6.2 Assessing professional competencies

The work-based assessment element of the professional practice placement requires the learner to demonstrate a range of professional competencies based on the MIMLOs for the Professional Practice Placement in Early Learning and Care module, stage 1/level 5, and the Advanced Professional Practice Placement in Early Learning and Care module, stage 2/level 6. For further details of the professional competencies which the learner is expected to demonstrate, see the *Professional Practice Placement Handbook*.

- 6.2.1 The learner is required to demonstrate competence in each competency at least once across the two settings to pass the module
- 6.2.2 During the tripartite meeting, which takes place during each placement, an evaluation will 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)**.

### 6.3 *Conducting a tripartite meeting*

- 6.3.1 A tripartite meeting for each learner will take place once per placement setting, preferably towards the latter end of the placement, so that a considered evaluation may be made
- 6.3.2 For each practice placement, the verification of mandatory activities will be recorded on the Professional Practice Placement Supervisor’s Report (Part 1) as the activities take place and progress will be discussed at the tripartite meeting
- 6.3.3 Tripartite meetings may not take place by phone or email
- 6.3.4 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)**.
- 6.3.5 The format of the tripartite meeting will be as follows:
- 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 progress towards achieving the competencies
  - The learner is required to demonstrate each competency at least once across the two settings
  - There are two parts to the tripartite meeting:  
 In **Part 1**, the supervisor, monitor and learner will review the learner’s progress over the course of the placement and check if the 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 supports needed  
**Part 2** of the meeting will provide an opportunity for the monitor and the learner to review the meeting and agree action plans
- 6.3.7 If the learner has been deemed to be ‘*Not-yet competent*’ in one or more of the professional competencies in the first placement setting, they will have a further opportunity to be evaluated during the second placement setting
- 6.3.8 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.

## 6.4 Grading the professional competencies

- 6.4.1 The monitor and the placement supervisor in each practice placement setting will review the learner's experience and progress on practice placement and evaluate, in consultation with the learner, if the learner has demonstrated each of the professional competencies
- 6.4.2 For each competency a 'Competent' or 'Not-yet competent' evaluation will be recorded on the Professional Practice Placement Supervisor's Report
- 6.4.3 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.
- 6.4.4 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 module 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.


## 7. Duration of policy

This policy will be reviewed as part of the development of common LMETB Assessment procedures.

This policy is available on the LMETB Website.

Other relevant documentation:

- Programme Descriptor for the Advanced Certificate in Early Learning and Care and Level 5 Certificate in Early Learning and Care
- [Professional Award Type Descriptors at NFQ Levels 5 to 8: Annotated for QQI Early Learning and Care \(ELC\) Awards](#) (2019), QQI
- [Policies and criteria for the validation of programmes of education and training](#) (2017), QQI
- Professional Practice Placement Handbook: Level 5 Certificate in Early Learning and Care, Advanced Certificate in Early Learning and Care

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