



QAI AWARD



Academic Teams and Host Organisations - Professional Practice Placement Handbook

Table of Contents

Glossary of Terms	4
Introduction	6
Overview of Early Learning and Care Programmes	7
Professional Practice Placements	8
Minimum Intended Programme Learning Outcomes (MIPLOS) for Professional Practice Placement - Level 5	11
Minimum Intended Programme Learning Outcomes (MIPLOS) LFor Professional Practice Placement - Level 6	12
Code of Practice For Professional Practice Placements	13
Main Parties to the Professional Practice Placement	13
Managing Director	14
Academic Manager	14
QA Lead	15
ELC Programme Leader	15
Nominated Contacts (Staff Member / Manager / Owner of the ELC Setting) will	16
Trainer / Monitor will	16
The Supervisor will	18
Learners are responsible for:	19
Learner Placement Management	22
Step 1 - Policy and Procedure for Placement Selection with Host Organisations	22
Step 2: Pre-Placement Preparation of the Learner	25
Step 3: Monitoring and Communication during the Learner Placement	26
Tripartite meeting	26
Step 4: Incident Handling	28
Step 5: Feedback and Debrief Post-Placement	29
Assessment of Learners on Professional Practice Placements	31
Mandatory Activities	31
Work-based professional competencies	32
Assessment of work-based competencies	33
Frequently Asked Questions	34
Appendix Forms and Documentation	36
Professional Practice Placement Letter	37
ELC Form 1 - Professional Practice Placement Arrangements Form	42
ELC Form 2 - Professional Practice Placement Attendance Log	50
ELC Form 3 - Professional Practice Placement Absence Log	51
ELC Form 4 - Professional Practice Placement Supervisor’s Overview (Stage 1, Level 5)	52
ELC Form 5 - Part 1 - Verification of Mandatory Activities (Stage 1) Level 5	53
ELC Form 5 - Part 2 - Verification of Mandatory Activities (Stage 1) Level 5	55
ELC Form 5 - Part 3 - Verification of Mandatory Activities (Stage 1) Level 5	56

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 4 - Verification of Mandatory Activities (Stage 1) Level 5	58
ELC Form 5 - Part 5 - Verification of Mandatory Activities (Stage 1) Level 5	59
ELC Form 5 - Part 6 - Verification of Mandatory Activities (Stage 1) Level 5	60
ELC Form 6 - Grading the Professional Competencies - (Stage 1) Level 5	61
ELC Form 7 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 1	64
ELC Form 8 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 2	69
ELC Form 9 - Grade Adjustment Form (Administration)	74
ELC Form 10 - Professional Practice Placement Supervisor's Overview (Stage 2, Level 6)	75
ELC Form 11 - Part 1 - Verification of Mandatory Activities (Stage 2, Level 6)	76
ELC Form 11 - Part 2 - Verification of Mandatory Activities (Stage 2, Level 6)	77
ELC Form 11 - Part 3 - Verification of Mandatory Activities (Stage 2, Level 6)	78
ELC Form 11 - Part 4 - Verification of Mandatory Activities (Stage 2, Level 6)	80
ELC Form 11 - Part 5 - Verification of Mandatory Activities (Stage 2, Level 6)	82
ELC Form 11 - Part 6 - Verification of Mandatory Activities (Stage 2, Level 6)	84
ELC Form 11 - Part 7 - Verification of Mandatory Activities (Stage 2, Level 6)	85
ELC Form 11 - Part 8 - Verification of Mandatory Activities (Stage 2, Level 6)	86
ELC Form 12 - Grading the Professional Competencies (MIPLOS) - Stage 2/Setting 1 & 2)	89
ELC Form 13 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 1	92
ELC Form 14 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 2	97
ELC Form 15 - Grade Adjustment Form (Administration)	101
ELC Form 16 - Checklist for monitoring Professional Practice Placements	103
ELC form 17 - Child Observation Permission Form	104
ELC Form 18 - Learner Feedback form for Professional Practice Placements	105

Glossary of Terms

Code of practice	The code of practice sets out the roles, responsibilities and operating procedures for the professional practice placements. Forus Training is required to maintain a code of practice for Host Organisations 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.
Critical Incident	A critical incident is an event, or the threat of such which causes extreme stress, fear or injury. It is an event that causes individuals to experience a strong emotional reaction that interferes with their usual coping skills. The event has a level of trauma that is beyond the normal living experiences of those affected. The resulting stress reaction may include emotional, physical, behavioural and cognitive changes evident either at the time of the incident or later. The impact of a critical incident may affect any member of Forus Training, not only those most directly involved.
ELC	Early Learning and Care
Host Organisation	The organisation with which the Learner Placement occurs. During the Learner Placement responsibility for the direct supervision of the Learner is transferred to the Host Organisation.
Incident	An incident is an event or occurrence that may have a negative impact on either a Learner, the Forus Training, or a Host Organisation. The negative impact may be physical, psychological and/or financial.
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.
Learner Placement	The placement of a Forus Training registered Learner with a third party for a period of time during their course of study which forms part of the accreditation award to the Learner.
Learner	A Learner registered as a student with Forus Training.
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.
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.
Nominated Contact	Link person who works in the Host Organisation who assists the organisation of the placement.
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 Monitor/Trainer	The Monitor/Trainer, 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 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.
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 Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

Programme provider	The centre that is offering the ELC programme to Learners. i.e. Forus Training
Setting	An early learning and care setting is an entity currently registered as a 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.
Tripartite meeting	A Tripartite meeting is where a Learner, their Supervisor and Monitor/Trainer all meet. (Chenery-Morris 2010; Fraser, Avis et al. 2010) 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/Trainer 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/Trainer 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).
Work/Project Based Placement	A period of work experience with a third party organisation, paid or unpaid, which is part of the Learner's course and where the Learner remains registered with Forus Training. The direct supervision of the Learner's activities is the responsibility of the third party, and academic credit is given.
Written agreement	A formal written agreement between the Provider and Host Organisation setting out respective roles and responsibilities and an appropriate code of practice for providers of professional practice placements.

Introduction

Professional practice placements are a vital part of the Early Learning and Care programmes offered at NFQ Levels 5 and 6. Learners who participate in professional practice placements have the opportunity to gain practical experience by working alongside experienced practitioners, with the support and guidance of a practice placement supervisor. Through these placements, learners can develop their skills, integrate knowledge and practice, observe and learn, and grow into reflective practitioners.

This handbook outlines the roles of key parties involved in professional practice placements, including the Practice Placement Provider (Forus Training), the practice placement supervisor, the Learner, the Programme Provider, and the practice placement Monitor/Trainer. The handbook provides an overview of the learning outcomes relating to professional practice placements and outlines how learners are assessed during their placement.

Templates for the formal written agreement between the provider and the practice placement and for the professional practice placement supervisor's report (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11), are included in the handbook. Additionally, a glossary of terms has been provided to help explain new terminology.

This handbook supports the provision of a structure to assist in Forus Training's discharge of its insurance and legal obligations where Forus Training Learners are on a Learner Placement. If you have any specific questions or concerns in relation to any matters pertaining to Learner Placements generally, please contact the Academic Manager.

The Policy and handbook will be reviewed every 2 years by the Academic Manager in light of the requirements of Forus Training's insurers and any legislative or other relevant developments. Forus Training reserves the right to amend this Policy at any time in any manner in which the organisation sees fit at the absolute discretion of Forus Training or the Managing Director of Forus Training.

Overview of Early Learning and Care Programmes

Programmes leading to the NFQ Level 5 Early Learning and Care and the NFQ Level 6 Advanced Certificate in Early Learning and Care will commence in September 2023 (**Pending Validation**). These programmes 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.

Level 5 - (one-year full- time equivalent) leads to the NFQ Level 5 Certificate in Early Learning and Care and Level 6 - (one-year full-time equivalent) leads to the Advanced Certificate in Early Learning and Care (NFQ Level 6).

Curriculum Structure

Stage 1 (NFQ Level 5) comprises six mandatory modules and Stage 2 (NFQ Level 6) also comprises six mandatory modules. The modules and their credit values are shown below. The credit value of modules varies. The credit value reflects the typical learner effort needed to achieve the learning outcomes of the modules.

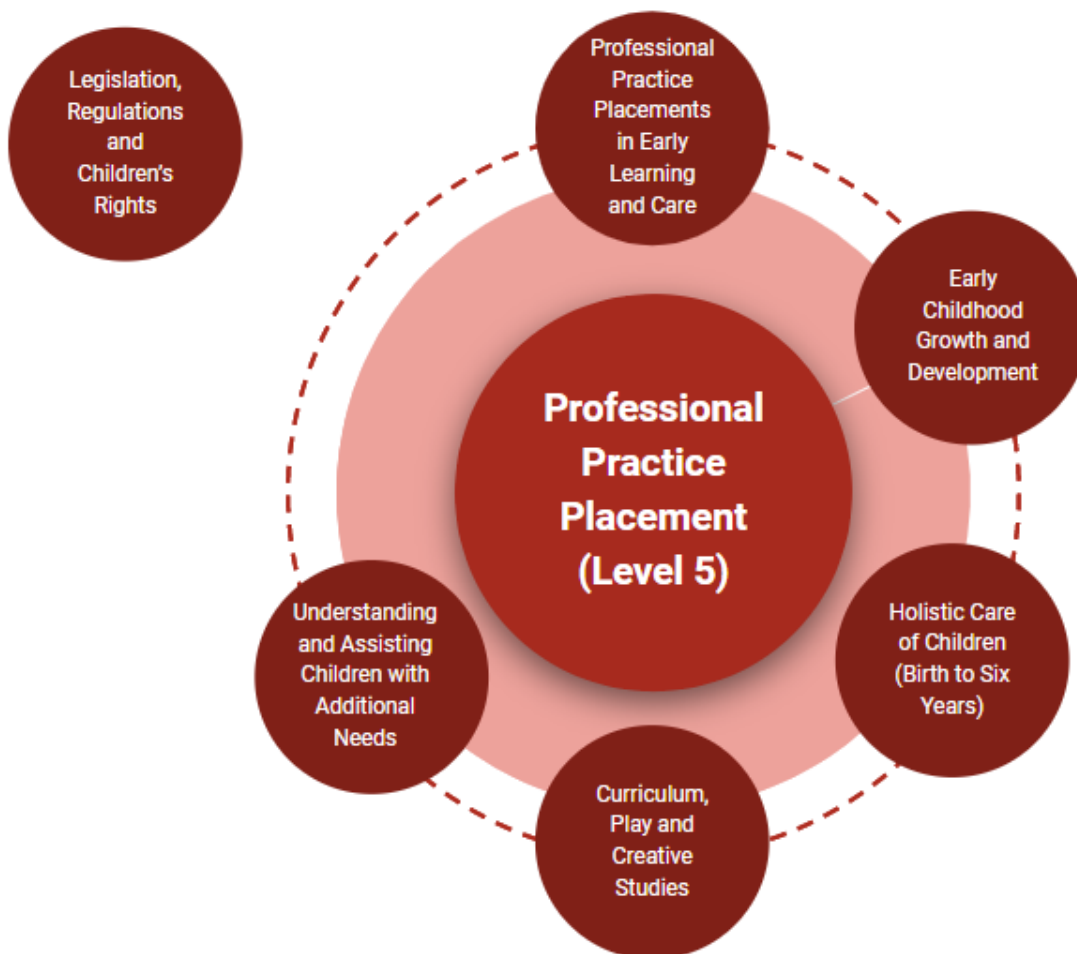
Level 5 Certificate in Early Learning and Care 120 FET credits	
5C21526 - Early Childhood Growth and Development	(25 Credits)
5C21525 - Holistic Care of Children (Birth to Six Years)	(15 Credits)
5C21524 - Legislation, Regulations and Children's Rights	(15 Credits)
5C21527 - Curriculum, Play and Creative Studies	(25 Credits)
5C21528 - Understanding and Assisting Children with Additional Needs	(15 Credits)
5C21523 - Professional Practice Placements in Early Learning and Care	(25 Credits)

Level 6 Certificate in Early Learning and Care 120 FET credits	
6C21519 - The Developing Child	(25 Credits)
6C21518 - Sociology and Social Policy in Early Learning and Care	(15 Credits)
6C21520 - Curriculum and Pedagogy	(25 Credits)
6C21522 - Supervision and Administration Skills in Early Learning and Care	(20 Credits)
6C21517 - Advanced Professional Practice Placements in Early Learning and Care	(25 Credits)
6C21521 - Inclusive Early Learning and Care (Elective)	(10 Credits)

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

Professional Practice Placements

The programme places great value on the role of Host Organisations in facilitating the placements and supporting learners in acquiring the knowledge, skills, and competencies required of early learning and care practitioners. Practice placements are central to the learner's journey and the early learning and care programme, with four of the six Level 5 modules requiring access to work-based learning and practice placement. Successful completion of the Children First E-Learning programme is a prerequisite for professional practice placement. The diagram below highlights the importance of professional practice placement to the Level 5 programme.



Centrality of professional practice placement at Level 5

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

The following diagram illustrates the centrality of the professional practice placements to Level 6 of the programme. Five of the six mandatory modules are linked to the professional practice placement.



Learners must complete 300 hours of professional practice placement across the two stages - 150 hours at Level 5 in a minimum of two ELC settings and 150 hours at Level 6 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. *We recommend our learners also receive opportunities to work with babies as well as toddlers and children of preschool age.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Prior to the commencement of professional practice placement the learners will have undertaken a range of studies appropriate to their level.

These studies will encompass, the attributes expected of a professional such as:

- Regular attendance,
- Appropriate dress code,
- Adhering to policies and procedures
- 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.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

Minimum Intended Programme Learning Outcomes (MIPLOS) for Professional Practice Placement - Level 5

The following module learning outcomes will be assessed during professional practice placements at Level 5.

Level 5 - Professional Practice Placement in Early Learning and Care MIMLOs / Minimum Intended Module Learning Outcomes 1, 2, 3, 4, 5, & 6	Assessment
MIPLO 1: Explore a range of learning and theoretical perspectives on child development to contribute to the holistic development of the child in line with national frameworks.	5C21526 Early Childhood Growth and Development - Portfolio 30% 5C21525 Holistic Care of Children (birth to 6 years) - Skills Demonstration 60%
MIPLO 2: Conduct child observations and assessments, informed by theory, to promote the holistic development of the child and to enhance professional practice in the ELC setting.	5C21526 Early Childhood Growth and Development - Portfolio 30%
MIPLO 3: Engage in reflective practice to inform personal and professional development and practice of self and others.	5C21523 Professional Practice Placements in Early Learning and Care - Skills Demonstration 20%
MIPLO 4: Participate in the implementation and review of a range of centre-based policies, procedures, and practices to ensure continuity of routines and experiences for children across a variety of childcare settings.	5C21527 Curriculum, Play and Creative Studies - Skills Demonstration 40% 5C21523 Professional Practice Placements in Early Learning and Care - Learner Record 80%
MIPLO 5: Contribute to the development and implementation of curricular approaches, partnering with families and other stakeholders, using a range of theoretical and practical pedagogical approaches in line with national frameworks and ELC regulations to support the holistic development of children	5C21527 Curriculum, Play and Creative Studies - Skills Demonstration 40%
MIPLO 6: Contribute to the planning, implementation and review of inclusive play-based learning opportunities informed by theories of play in childhood, in both indoor and outdoor environments to support children's holistic development.	5C21527 Curriculum, Play and Creative Studies - Skills Demonstration 40%
MIPLO 7: Contribute to the planning, implementation and review of various types of inclusive creative arts experiences for children through different mediums including digital learning experiences to promote children's holistic development.	5C21527 Curriculum, Play and Creative Studies - Skills Demonstration 40%
MIPLO 8: Provide a nurturing and inclusive ELC environment for children to meet their holistic needs.	5C21527 Curriculum, Play and Creative Studies - Skills Demonstration 40%
MIPLO 9: Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.	5C21523 Professional Practice Placements in Early Learning and Care - Learner Record 80% 5C21523 Professional Practice Placements in Early Learning and Care - Skills Demonstration 20%
MIPLO 10: Demonstrate professional practice in partnership with stakeholders and the broader community of the ELC setting while working under supervision.	5C21523 Professional Practice Placements in Early Learning and Care - Learner Record 80% 5C21523 Professional Practice Placements in Early Learning and Care - Skills Demonstration 20%
MIPLO 11: Engage in pedagogy and professional practice that supports an inclusive and anti-bias approach to the early learning and care of children.	5C21523 Professional Practice Placements in Early Learning and Care - Learner Record 80%
MIPLO 12: Engage in reflective practice using self-evaluation methods to support the development of personal and professional practice.	5C21523 Professional Practice Placements in Early Learning and Care - Learner Record 80%

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

Minimum Intended Programme Learning Outcomes (MIPLOS) LFor Professional Practice Placement - Level 6

The following module learning outcomes will be assessed during professional practice placements at Level 6.

Level 6 - Professional Practice Placement in Early Learning and Care MIMLOs / Minimum Intended Module Learning Outcomes	Assessment
MIPLO 1: Analyse a range of psychological, sociological and learning theories and perspectives in child development.	6C21519 The Developing Child Project 60%
MIPLO 2: Utilise child development observations and assessments to promote the holistic development of Child/Children in the ELC setting.	6C21519 The Developing Child Project 60%
MIPLO 3: Examine how social policy and social systems both nationally and internationally impact on the collective rights of children and their families	6C21521 Inclusive Early Learning and Care Project 60%
MIPLO 4: Contribute to development and implementation of a range of policies, procedures and practices consistent with legislative and regulatory requirements to ensure continuity of experiences for children across a variety of childcare settings.	6C 21518 Sociology and Social Policy Assignment 20%
MIPLO 5: Lead curriculum planning, implementation and review to include a range of inclusive activities and experiences both child-led and adult-initiated in line with national frameworks and best practice guidelines	6C21520 Curriculum and Pedagogy Project 40%
MIPLO 6: Utilise inclusive play opportunities in both indoor and outdoor environments to promote children's holistic development	6C21520 Curriculum and Pedagogy Project 40%
MIPLO 7: Lead various types of inclusive creative arts experiences for children through different mediums to promote children's holistic development.	6C21520 Curriculum and Pedagogy Skills Demonstration 60%
MIPLO 8: Implement principles and practices of holistic health, care, well-being and safety of all children, informed by national & international guidelines and best practice, in the ELC environment.	6C 21518 Sociology and Social Policy Assignment 20%
MIPLO 9: Facilitate and promote effective communication and teamwork in partnership with stakeholders in the ELC environment.	Project 60% 6C21517 - Advanced Professional Practice Placement in ELC
MIPLO 10: Promote collaborative, ethical, inclusive work practices with all stakeholders.	Project 60% 6C21517 - Advanced Professional Practice Placement in ELC
MIPLO 12: Engage in reflective practice to inform personal and professional development and practice of self and others.	Project 60% 6C21517 - Advanced Professional Practice Placement in ELC

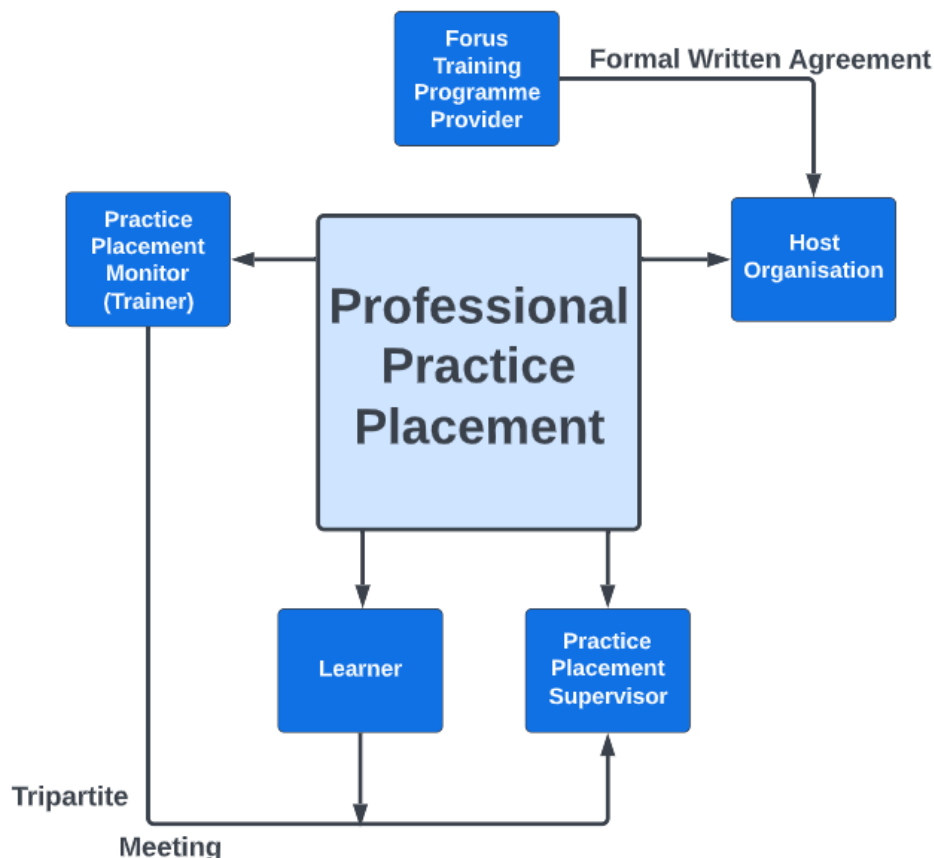
Code of Practice For Professional Practice Placements

Forus Training maintains a code of practice for providers of professional practice placements. This 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. This section sets out the responsibilities of all stakeholders in relation to the organisation and management of placements. It also details the training required of each participant.

Main Parties to the Professional Practice Placement

The main parties involved in professional practice placements include

- Forus Training’s Managing Director
- Forus Training’s Academic Manager
- Forus Training’s QA Lead
- Forus Training’s ELC Programme Leader
- Host organisations and the Nominated Contact
- The Professional Practice Placement Supervisor,
- The Professional Practice Placement Monitor/Trainer,
- The Learner.



Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Stakeholder	CPD Training / Knowledge
<p>Managing Director</p> <p>The Managing Director is responsible for providing advice and guidance to staff of Forus Training on insurance, legal and risk management matters in relation to Learner placement. Maintain an appropriate insurance policy while Learners are on placement.</p> <p>Forus Training will maintain a code of practice for ELC Host Organisations, along with associated procedures and criteria.</p> <p>Forus Training will communicate the intended learning outcomes for the practice placement and the strategy for assessing the achievement of those outcomes to both the Host Organisations and Learner.</p> <p>Forus Training will appoint a Qualified Professional Practice Placement Monitor to act as a liaison between the Program Team, the Learner, and the Host Organisations/Supervisor.</p> <p>A formal written agreement - Professional Practice Placement Arrangement Form (ELC 1) will be established between Forus Training and the Host Organisations, outlining respective roles and responsibilities and referencing the code of practice for the supervision of Learners, as set out in the handbook.</p> <p>Forus Training will ensure that appropriate support, guidance, and supervision arrangements are maintained while the Learner is on professional practice placement, and supports will be available to Learners experiencing difficulties during their placement.</p>	<p>The operation of Practice Placements on the ELC Programmes.</p>
<p>Academic Manager</p> <p>The Academic Manager of Forus Training is responsible for the learner placement policy. The responsibilities include:</p> <ul style="list-style-type: none"> Ensuring that this policy is reviewed, updated and approved by the Forus Training Quality Assurance and Academic Governance Council. 	<p>The operation of Practice Placements on the ELC Programmes.</p>

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

<p>QA Lead</p> <p>The QA lead is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that appropriate procedures are in place to support this policy; • Liaising with Forus Training Programme Leaders to ensure implementation of the policy as appropriate; • Ensuring that any breaches of the policy are properly dealt with in accordance with Forus Training’s codes of conduct. • Ensuring the CPD Training/Knowledge is undertaken by all stakeholders flagging gaps in the participation in training to the Academic Manager. • Ensuring that their staff members attend required training and briefing sessions. 	<p>The operation of Practice Placements on the ELC Programmes.</p>
<p>ELC Programme Leader</p> <p>Programme Leaders have various responsibilities related to the implementation of the Policy in their programs. These responsibilities include:</p> <ul style="list-style-type: none"> • Maintaining a list of Host Organisation designated contact persons responsible for organising and managing learner placement within their programs. • Maintain records of inaugural visits and their outcomes. • Conducting regular reviews to ensure adherence to the Learners Placement Policy and updating relevant documentation. • Approving and overseeing the Learner placement processes in their programs, in accordance with the policy. • Coordinating compliance with the policy within their respective areas including acting as a point of contact for Learner and Host Organisations. • Implementing measures to ensure adherence to the policy and its procedures. • Participating in training related to the Learner Placement Policy and procedures. • In summary, Programme Leaders are responsible for implementing and overseeing the Policy in their programs, ensuring compliance, and coordinating communication with relevant parties involved in learner placement. 	<p>The operation of Practice Placements on the ELC Programmes.</p> <p>Integration of assessment on the programme.</p> <p>Relationship building / networking with nominated contacts in host organisations.</p>

Professional Practice Placements in Early Learning & Care

<p>Nominated Contacts (Staff Member / Manager / Owner of the ELC Setting) will</p> <ul style="list-style-type: none"> ● Sign, (on behalf of the Host Organisation) formal written agreement - Professional Practice Placement Arrangement Form (ELC Form 1) with Forus Training prior to the commencement of the placement. ● Facilitate the learner to access the required 150 hours of placement hours. ● Provide the Learner with the opportunity to: <ul style="list-style-type: none"> ○ 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. ● Assign a member of the ELC team to be the Professional Practice Placement Supervisor for each learner in each setting. ● Put in place alternative supervision arrangements without delay and inform the Learner of the new arrangements, should unforeseen absences occur to make the original plan obsolete, (sickness / absence) ● Provide the Learner with access to all relevant policies and procedures that are to be followed. ● Facilitate the supervisor to provide guidance and support to the Learner, to verify the Learner’s engagement with mandatory activities and to liaise with the Practice Placement Monitor/Trainer to discuss and review the Learner’s progress. 	<p>The operation of Practice Placements on the ELC Programmes. Insurance Arrangements Garda Vetting Clearance Procedures Work based Assessment Procedures Running Tripartite meetings</p>
<p>Trainer / Monitor will</p> <ul style="list-style-type: none"> ● Agree to follow the following guidance on child protection; <ul style="list-style-type: none"> ○ Anyone who suspects that a child is being abused, or is at risk of abuse, has a duty to report their suspicions to Tusla. You should report your concerns to the Tusla Children and Family Services local social work duty service in the area the child lives. ○ Concerns can be reported in person, by writing or by phone. 	<p>The operation of Practice Placements on the ELC Programmes. Insurance Arrangements Garda Vetting Clearance Procedures Work based Assessment Procedures Running Tripartite meetings Assessment. Absence Management</p>

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- Report can be anonymous and Tusla does not normally reveal the names of people who report suspicions of child abuse unless they have permission to do so.
- Tusla will consider reports and decide whether it needs following up. If it does, Tusla will look for information from other sources and will contact the child and the child's parents in order to establish what is going on. It will then take whatever action is required to protect the child.
- If the Monitor/Trainer needs to report concerns outside normal office hours (weekends and at night) they can do so to the Garda Síochána.
- Under the Protections for Persons Reporting Child Abuse Act 1998, so long as a Monitor/Trainer reports what they believe to be true and do it in good faith, they cannot be sued for making a false or malicious report.
- Be responsible for ensuring the placement setting continues to be suitable, giving appropriate support, learning opportunities, and supervision for the Learner.
- See to that the Supervisor has received all the relevant information pertaining to professional practice placement:
- Ensure that all necessary documentation is provided to the Supervisor, and facilitate appropriate arrangements to support the Learner to receive guidance, advise, support, and practice opportunities to obtain work-based competencies.
- Mediate between the Learner and Supervisor if issues arise during the placement and guarantee that the Learner receives support if they experience challenges throughout the placement.
- Be expected to contact the Supervisor at least once during each placement setting by means of a face-to-face meeting to safeguard Learner's well-being and to determine if the placement continues to be suitable.
- Ensure that the written agreement Professional Practice Placement Arrangement Form (ELC Form 1) between the Forus Training and placement is signed by both Forus and the practice placement prior to the beginning of placement with a signed copy given to both parties.
- Organise a Tripartite meeting between the Monitor/Trainer, Supervisor, and Learner during each placement setting to review the Learner's progress.
- Attend Tripartite meetings that supply each party with an opportunity to review the Learner's progress over the course of the placement. The Monitor/Trainer and the Supervisor will evaluate, in consultation with the Learner, whether the Learner has/has not demonstrated the competencies in accordance with the forms provided (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11)

Forus Training will, through the Quality Assurance lead provide a training session and supporting guidance for Monitors/Trainers who will be assuming this additional role so that they can acquire the skills and knowledge needed and understand the relevant policies and procedures pertaining to this practice placement.

The Monitor/Trainer will be suitably qualified and experienced in ELC, have Garda Vetting and possess a knowledge of Learner assessment.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

<ul style="list-style-type: none"> • Manage the Learners attendance at the placement. Co-sign the Learner’s attendance record and absence record sheets. 	
<p>The Supervisor will</p> <ul style="list-style-type: none"> • Conduct a suitable induction for the Learner, (introduction to the service's objectives, values, work practices, premises, and the roles of different personnel.) • Provide the Learner with access to all relevant policies and procedures. • Offer support and guidance to the Learner and provide constructive feedback as needed. • Ensure that the Learner has the opportunity to: <ul style="list-style-type: none"> ○ 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. • 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 <ul style="list-style-type: none"> ○ 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 (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11). • Participate in a Tripartite meeting with the Learner and Practice Placement Monitor/Trainer. The purpose of the three-way meeting is to provide the Supervisor, the Monitor/Trainer 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/Trainer 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 (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11). • 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 • Maintain a record of the Learner’s daily attendance and hours during the placement and co-sign (Supervisor, Learner and 	<p>The Supervisor for the professional practice placement is a staff member of the ELC service who is responsible for overseeing and guiding the Learner during their placement. The Supervisor will possess the necessary qualifications and expertise, with an NFQ level that is equal to or higher than that of the Learner, or have suitable experience and alternative qualifications. The operation of Practice Placements on the ELC Programmes.</p> <p>Insurance Arrangements Garda Vetting Clearance Procedures Work based Assessment Procedures Running Tripartite meetings Assessment Knowledge of arrangements and supports that are in place for Learners who are experiencing difficulties</p>

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

<p>Monitor/Trainer) the attendance record and the Learner's absence record at the end of the placement.</p>	
<p>Learners are responsible for:</p> <ul style="list-style-type: none"> ● Attending mandatory briefing sessions provided by Forus Training; ● Attending mandatory induction sessions provided by the Host Organisation; ● Advising Forus Training of any issues that may affect their ability to successfully complete their Placement; ● Following the terms and conditions of their agreement(s) with the Forus Training and the Host Organisation in relation to their Learner Placement; ● Adhering to the Host Organisation's policies and procedures; ● Contacting Monitor/Trainer at the agreed intervals. ● Signing an agreement confirming they will comply with these responsibilities - Professional Practice Placement Supervisor's Report (ELC Form 6, ELC Form 7, 6, ELC 10, Form 11). ● The Learner may be required to identify a suitable, age appropriate, currently registered Tusla Host Organisation, in consultation with Forus Training, or, alternatively, Forus Training may assign the learner pre-arranged practice placement facilitated by a Host Organisation. ● The Learner will demonstrate professional practices that align with the placement policies and procedures pertaining to requirements governing safety and behaviour such as good time-keeping and adhering to the dress code <ul style="list-style-type: none"> ○ The Learner will become acquainted with, and adhere to, the policies and procedures of each ELC setting such as confidentiality, GDPR, health & safety, child protection. ● The Learner will inform both the Employer and the Professional Practice Placement Coordinator as soon as possible if they are unable to attend work; <ul style="list-style-type: none"> ○ The Learner will maintain a record of any absences and obtain a Supervisor's signature following each placement (ELC Form 3) ● The Learner agrees to acquaint themselves with any traditions, codes of conduct or internal regulations of the host organisation and agree to; <ul style="list-style-type: none"> ○ Comply with such traditions, regulations or codes of conduct. ○ Comply with the reasonable and lawful instruction of their supervisors. 	<p>Prior to commencement Learners must</p> <ul style="list-style-type: none"> ● Attend briefing sessions provided by Forus Training, ● Complete e-learning programme children's first, ● Complete garda vetting, ● Complete induction in Host Organisation. <p>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 beginning of the placement</p>

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- Comply with any disciplinary procedures or processes of the Host Organisation and understand that they shall be liable to any penalty which may be imposed following due process.
- The Learner will agree to follow the following guidance on assessment evidence;
 - When on placement for Professional Practice Placement purposes in Host Organisations they are expected to follow the Host's policies and procedures in relation to working with children.
 - No images of children or video evidence is required / should be produced as part of the practice placement.
- The Learner understands that for the purpose of enforcing this code, Forus Training shall be entitled, but shall not be obliged, to investigate any complaint against a learner arising from any alleged misconduct while on placement or any alleged failure to comply with a Host Organisation's traditions, regulations or codes of conduct and, following the appropriate disciplinary procedures, Forus Training may impose a penalty in respect of such misconduct or failure to comply with a Host Organisation's traditions, regulations or code of conduct as a breach of the Learner Code.
- The Learner will agree to follow the following guidance on child protection;
 - Anyone who suspects that a child is being abused, or is at risk of abuse, has a duty to report their suspicions to Tusla. They should report concerns to the Tusla Children and Family Services local social work duty service in the area the child lives.
 - They can report concerns in person, by writing or by phone. Concerns can be reported anonymously, Tusla does not normally reveal the names of people who report suspicions of child abuse unless they have permission to do so.
 - Tusla will consider reports and decide whether it needs following up. If it does, Tusla will look for information from other sources and will contact the child and the child's parents in order to establish what is going on. It will then take whatever action is required to protect the child.
 - If they need to report concerns outside normal office hours (weekends and at night you should report your concerns to the Garda Síochána.
 - Under the Protections for Persons Reporting Child Abuse Act 1998, so long as you report what you believe to be true and you do it in good faith you, cannot be sued for making a false or malicious report.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- The Learner will be autonomous in their learning
 - The Learner will demonstrate a positive attitude and willingness to engage in all activities in the setting.
- The Learner will participate and demonstrate effective and active listening, asking questions where necessary
- The Learner will carry out all reasonable and lawful directions of the Employer and perform my work to the best of my ability;
- The Learner will promptly inform the Supervisor of any accident, injury or incident that may occur;
- The Learner will agree that no payment will be made to them on the work placement;
- The Learner will agree to inform the Supervisor of any necessary medical information, including details of any known medical condition which may affect me and any medication or treatment which may be relevant.
- The Learner understands that they are responsible for personal transport to and from the workplace.
- 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 display a willingness to take direction from Supervisors, Workplace Monitors and other team members
 - The Learner will be responsible for undertaking the work-based mandatory activities and ensure that they have been verified by their Supervisor upon completion.
 - The Learner will fully engage in the Tripartite meeting with the Workplace Monitor and placement Supervisor.
- The Learner will complete all relevant paperwork and maintain records of their participation in the professional placement. (ELC Form 3).

Learner Placement Management

The key to success in Learner Placement lies in the management of the relationships. There are three key relationships involved in Learner Placements

- Forus Training and Learner;
- Forus Training and Host Organisation;
- Learner and Host Organisation.

Each participant has an obligation to nurture and develop these relationships to ensure each Learner Placement is a success.

For all Learner Placements the following steps must be followed:

- Step 1: Policy and Procedure for Placement Selection with Host Organisations
- Step 2: Pre-Placement Preparation of the Learner
- Step 3: Monitoring and Communication during the Learner Placement
- Step 4: Incident Handling
- Step 5: Feedback and Debrief Post-Placement

Step 1 - Policy and Procedure for Placement Selection with Host Organisations

For the Programme 5M21473 Level 5 Certificate in Early Learning and Care Major Award and 6M21471 Level 6 Advanced Certificate Major Award for Early Learning and Care, placements must take place at organisations currently registered as service providers with TUSLA as specified in the special validation conditions in the PATD.

Forus Training have developed an Employer Partnership Programme in order to formally recognise the role of employers in many aspects of our work. Employment and the needs of employers as stakeholders is central to the work we do. We value our commitment to the learners and our relationship with the employers through which the learners are able to get job placement assistance and ultimately employment.



Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

The Host Organisation 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. Priority will be given to settings where our Learners will be facilitated to have experience also with babies under one year of age so that Learners will benefit from working with babies, toddlers and young children.

The Host Organisation 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.

The Host Organisation must be able to assign a Practice Placement Supervisor(s), suitably qualified, to take responsibility for the Learner and their assessment. 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 host organisation, Forus Training will have final responsibility for approving the practice placement once the criteria listed above have been met. An inaugural visit will take place before any Host Organisation is approved. These will be conducted by the programme leader or their nominated substitute. The member of staff from Forus Training will read any published reports relating to the setting from <https://maps.pobal.ie/WebApps/TuslaInspectionReports/index.html>

The Programme Leader will use the visit to ascertain whether the working environment would be right for a Learner on placement. They will evaluate factors such as:

- The work culture,
- The working environment,
- How staff interact with each other, and/or children,
- Learning or career opportunities.

They may ask about -

- Potential job opportunities opportunities for progression,
- Opportunities for learning and development,
- What sort of support the employer / supervisor can offer,
- Induction / orientation programmes,
- Staff benefits and policies.

The Programme Leader at Forus Training maintains a list of Host Organisations and “Nominated Contacts” - that is the link person in the organisation to whom we will ask our Learners to apply for placements. Once the organisation is deemed suitable it is added to the approved List. Organisations are reviewed every 3 years, for inclusion in the list.

During the inaugural visit to the Early Learning and Care organisation, communication is established with the Nominated Contact. The Programme Leader will take into account the proposed supervision arrangements and their experience on the visit in determining whether the placement can proceed.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

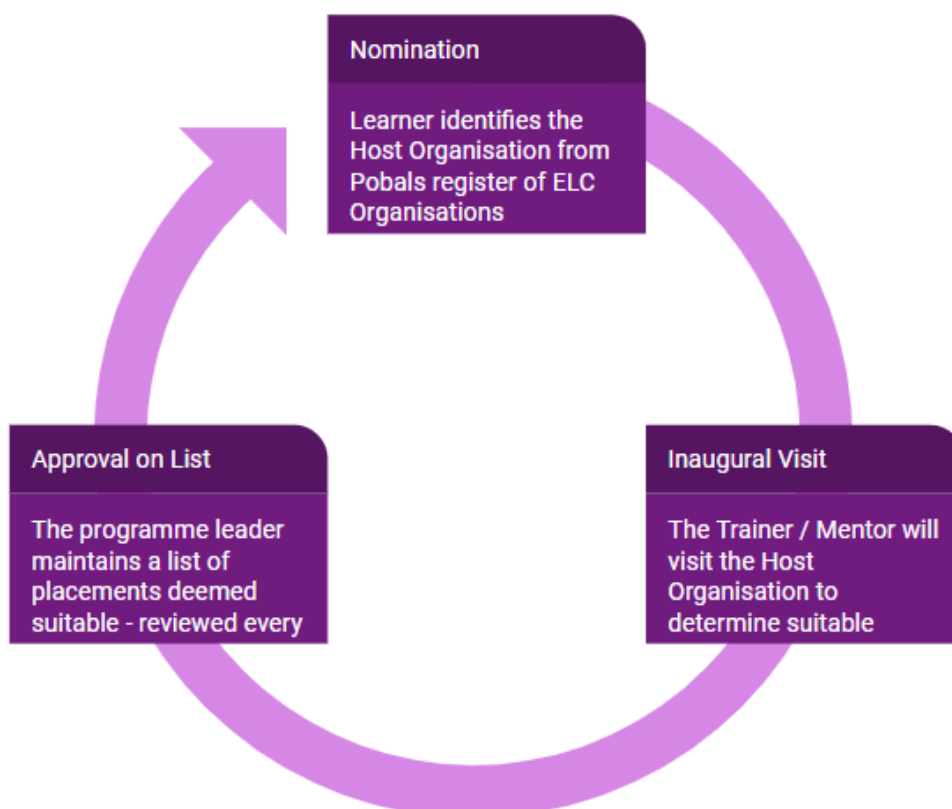
In order to effectively manage risk associated with Professional Practice Placements, a documented up-to-date risk assessment will be in place by the Host Organisation. This risk assessment must be taken into account and considered when assessing the appropriateness of a proposed Learner Placement for a particular Learner. A risk management plan will be prepared assessing risks identified. The risk assessment will be undertaken in keeping with [Forus Training's Risk Management Policy](#), and [Forus Training's Garda Vetting Policy](#).

Identify the Risks Forus Training and the Host Organisation will contribute to the documented risk assessment. The Learner will be asked to provide any information required to the person completing the risk assessment.

The following will be included when identifying the risks: Location of Learner Placement; Nature of the work / activities; Environment; The Learner; The availability of a Supervisor to the Learner; The track record of the Host Organisation.

Assess the Risks For each risk identified, consider the current management controls implemented and determine if they are adequate or could be improved. Then assess the likelihood or frequency of any risk arising for Forus Training, the Learner and the Host Organisation. Next consider the impact and consequence of the risk if it does materialise.

Manage the Risks For each risk identified, identify and implement the management controls to mitigate the risk in-line with Forus Training's [Risk Management Policy](#) Based on the risk assessment and management controls in place, the Programme Leader will, having regard to Forus Training's Learner [Garda Vetting Policy](#), decide to either approve or not approve the Learner Placement. The decision must be documented along with the reason for the decision.



Step 2: Pre-Placement Preparation of the Learner

Appropriate written information and instruction is provided to the Learner prior to undertaking their Learner Placement. They are given a [Practice Placement Handbook](#) tailored to their needs. When providing written advice/guidance to Learners, written confirmation is obtained from the Learner that they have:

- Obtained the information;
- Read and understood it;
- Will comply with it;
- Will not bring the good name of either Forus Training or the Host Organisation into disrepute.

Learners sign the [Practice Placement Agreement](#) (ELC Form 1) and are advised in writing that if they act in an unprofessional manner and/or fail to comply with the Host Organisation's policies and procedures, then disciplinary action may be taken by Forus Training and/or the Host Organisation, which may result in dismissal from the Learner Placement or the programme.

Preparation of the Learner by the trainer must be undertaken in keeping with the programme descriptor of the validated programme. Learners also receive several briefings prior to going on practice placement.

The Learner is provided with information and role play scenarios in the following:

Placement Introduction

Child Protection (standard TUSLA course)

Placement Preparation and Process
Criteria for Host Organisations
Finding a Placement with the Host Organisation
Completing the placement agreement

Commencing Placement

What to expect on your first day
Maintaining a positive mindset
Health and Safety in the Workplace
Professionalism on placement
Confidentiality
Placement Support From Forus Training

- Supports for Learners with additional needs
- Insurance
- Garda Vetting

What to do about lack of motivation

Placement Supervision

The role of the mentor
Tripartite meeting
Record keeping and communication
Role of the learner Timekeeping and Attendance
Practice placement hours for part-time learners

How the Placement is Assessed

Learner suitability to ELC
Practice Placement Supervisor's Report
Work based Professional Competencies
Verification of Mandatory Activities
Practice Placement assessment criteria
Amended grades

Step 3: Monitoring and Communication during the Learner Placement

During the Learner Placement, there will be ongoing and regular three-way communication between the Forus Training contact person (e.g. the Trainer) Supervisor, the Host Organisation and the Learner. The Learner Placement is monitored by the Trainer/Monitor to ensure the Learner is achieving their learning objectives and to address any concerns or issues.

Monitoring of risks will be ongoing throughout the Learner Placement. All communication and attempts at communication must be documented.

Tripartite meeting

The Tripartite meeting is a meeting of the supervisor, the Monitor/Trainer and the Learner. The Tripartite meeting will be scheduled once the Learner is at least half-way through the placement. Tripartite meetings may not take place by telephone or email and must be in person at the Host Organisation.

The purpose of the three-way meeting is to provide the Supervisor, the Monitor/Trainer 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/Trainer 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 (ELC Form 6, ELC Form, ELC Form 10 and ELC 11).

The Trainer/Monitor will contact the supervisor to arrange a suitable date and time for the meeting. The illustration below shows how the Tripartite meeting should be scheduled.



- 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** (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11) 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/Trainer 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/Trainer and the

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

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 (ELC Form 6, ELC Form, 10, ELC Form 11).

- 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/Trainer and the Learner to review the meeting and agree action plans
- The Monitor/Trainer 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.

Documentation / Recording

Documentation and recording of information must be completed throughout the entire Learner Placement Process. This includes but is not limited to:

- ELC Form 1 - Professional Practice Placement Arrangements Form
- ELC Form 2 - Professional Practice Placement Attendance Log
- ELC Form 3 - Professional Practice Placement Absence Log
- ELC Form 4 - Professional Practice Placement Supervisor's Overview (Stage 1, Level 5)
- ELC Form 5 - Part 1 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 5 - Part 2 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 5 - Part 3 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 5 - Part 4 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 5 - Part 5 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 5 - Part 6 - Verification of Mandatory Activities (Stage 1) Level 5
- ELC Form 6 - Grading the Professional Competencies - (Stage 1) Level 5 61
- ELC Form 7 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 1
- ELC Form 8 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 2
- ELC Form 9 - Grade Adjustment Form (Administration)
- ELC Form 10 - Professional Practice Placement Supervisor's Overview (Stage 2, Level 6)
- ELC Form 11 - Part 1 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 2 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 3 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 4 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 5 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 6 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 7 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 11 - Part 8 - Verification of Mandatory Activities (Stage 2, Level 6)
- ELC Form 12 - Grading the Professional Competencies (MIPLOS) - Stage 2/Setting 1 & 2)
- ELC Form 13 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 1
- ELC Form 14 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 2
- ELC Form 15 - Grade Adjustment Form (Administration)
- ELC Form 16 - Checklist for monitoring Professional Practice Placements
- ELC form 17 - Child Observation Permission Form
- ELC Form 18 - Learner Feedback form for Professional Practice Placements

Data protection legislation will be considered and complied with during the Learner Placement Process.

Step 4: Incident Handling

During the Learner Placement, if a Learner (s) is affected by an accident / incident or near miss the the person at Forus Training managing the response will carry out the following steps:

- Verify the information received;
- Establish the facts of the situation;
- Assess the risk;
- Communicate with third parties;
- Manage the ongoing situation;
- Deal with queries from the media or other external parties;
- Perform a post-incident review.

[An incident report](#) will be completed and distributed appropriate to the level of risk. All communications during the handling of the Incident must be documented.

Information from these incidents are considered during the Placement Review Stage.

Step 5: Feedback and Debrief Post-Placement - Placement Review

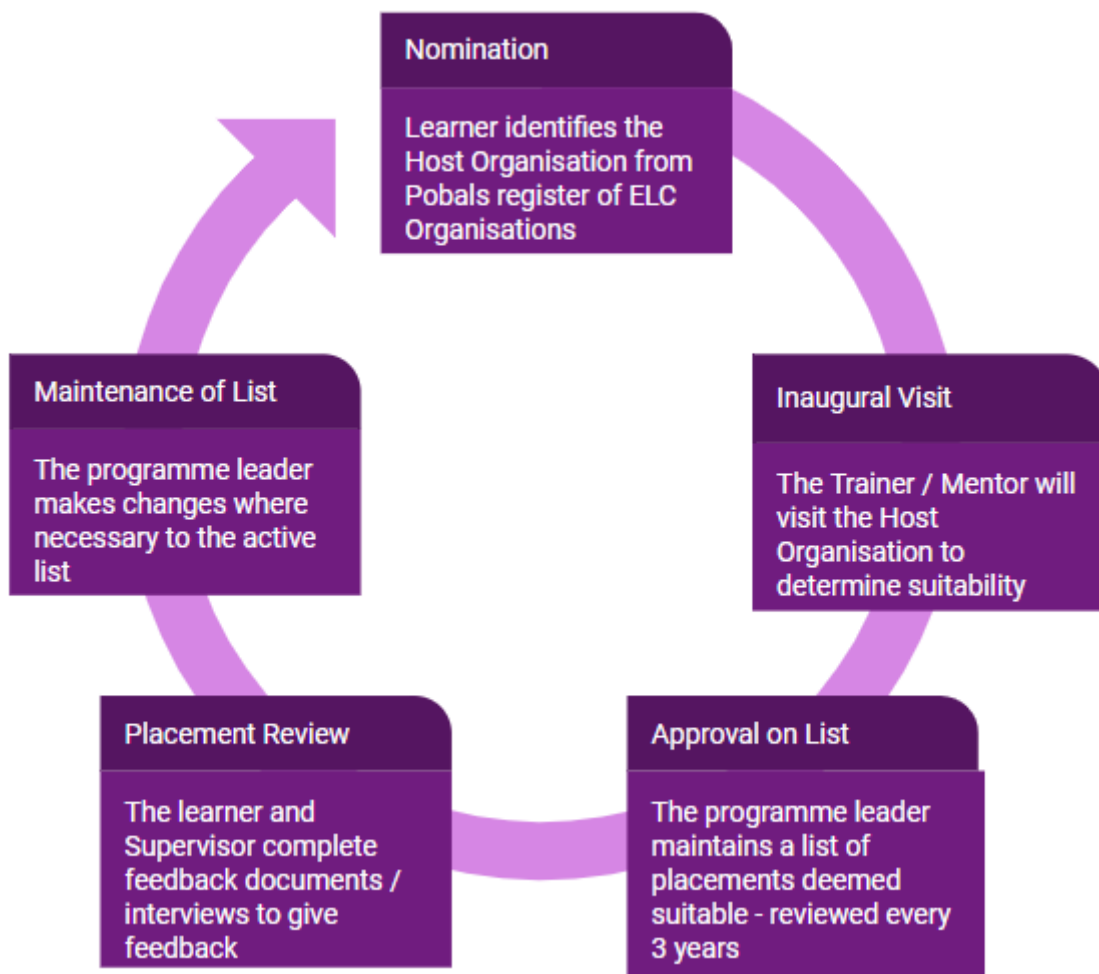
After completion of the Learner Placement, Learners and Host Organisations will be required to provide feedback to the Programme Leader on their Learner Placement experience. In light of the feedback a review of the Placement process and experience, including the risk assessment, will be carried out. The Learner, Forus Training and the Supervisor / Nominated Contact will be involved in the review process. The review will be documented. The risk assessment will be regularly reviewed and updated based on the feedback and debrief process.

The purpose of the review is to see whether The Host Organisation continues to provide the suitable learning opportunities, supervision support and physical infrastructure which enable a social work student to develop and demonstrate the required capabilities as defined by the Award Standard. The Learner will be asked to complete the form Learner Feedback Form for Professional Practice Placements (ELC Form 18)

The host organisation will participate in an informal appointment with the Programme Leader who will ask the following questions;

1. Was there adequate support/resources available to the Supervisor within the Host Organisation to enhance and facilitate the Learner's learning experience?
2. Was the Learner ready to learn?
3. How helpful was the contact with Forus Training?
4. How helpful was the contact with the Host Organisation?
5. Did the Tripartite Meeting take place on time?
6. How well did the Tripartite Meeting identify learning for the remainder of placement?
7. How well were concerns about progress addressed at the Tripartite Meeting?
8. How well were you able to organise learning opportunities for the Learner?
9. How well did you provide opportunities for reflection with your Learner?
10. How well were you supported by Forus Training to have a Learner (i.e. information sessions, PE forums)?
11. How well were any specific learning or support needs of the Learner identified and recorded?
12. What elements of the programme would you change based on the learner's application of theory to practice?

Following the placement review, the Programme Leaders list of Host Organisation is reviewed for inclusion based on the responses of both the Learner and the Host Organisation. Changes to policy and procedure are changed as required in accordance with responses from both parties.



Assessment of Learners on Professional Practice Placements

Assessment of learning takes place through a combination of centre (Forus Training) 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:
 - o Assignment
 - o Child study
 - o Portfolio
 - o Reflective journal
 - o Scenario-based case study
 - o 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 (Forus Training) - based assessment linked to another module.

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 (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11). 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 (Early Childhood Growth and Development) - **5 observations over 2 settings**
- Practical holistic care activities (Holistic Care of Children) - **3 tasks over 2 settings**
- Child activities (Curriculum, Play and Creative Studies) - **4 activities over 2 settings**

The mandatory activities for stage 2/level 6 are:

- Child observations (The Developing Child) - **2 observations in each setting**
- Child observations and consultation for implementation of inclusive activities (Curriculum and Pedagogy module) - **3 observations (1 outdoor, 1 indoor, 1 arts) and 3 consultations/implementation (1 outdoor, 1 indoor, 1 arts) over the 2 settings**
- Child safeguarding statement (Sociology and Social Policy) - **2 statements one per setting**

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- Checklist to identify barriers to inclusion (Inclusive Early Learning and Care) - **Checklist, 3 reflections of checklists & quality improvement plan**

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 (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11).

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

- **Punctuality**, e.g., Arrives at work on time. Promptly returns from lunch and breaks. Completes the day scheduled. Meets deadlines for tasks.
- **Personal presentation as appropriate to (ELC)**, e.g., Appropriately dressed for work. Meets relevant hygiene standards. Appropriate posture for work, where relevant.
- **Compliance with health, safety and other regulations**, e.g., Shows knowledge of relevant regulations and reporting requirements. Dresses appropriately, e.g. hard hat, non-slip soles, etc. Demonstrates safe and hygienic practices and routines, e.g. handwashing. Safe operation of machinery and equipment.
- **Working independently while under general direction**, e.g., Follows instructions carefully. Seeks clarity when needed from the appropriate person. Adheres to instructions while completing tasks. Fully completes tasks assigned. Seeks additional work once assigned tasks are completed
- **Good practice appropriate to the vocational (ELC) area**, e.g., Uses good practice in carrying out tasks. Demonstrates ability to carry out key skills associated with the vocational area. Shows interest in the work and willingness to learn.
- **Effective interpersonal communication skills as appropriate to the vocational (ELC) area**, e.g., Speaks clearly. Interacts appropriately and in a professional manner with children, parents, supervisor, co-workers, family members and other members within the multidisciplinary team. Demonstrates effective listening skills. Receives feedback in a positive manner.
- **Effective technical/written communication skills** as appropriate to the vocational area, e.g., Uses appropriate communication skills for assigned tasks. Demonstrates effective use of technological communication skills where relevant (e.g. email, SMS, appointment systems, online record cards) and/or effective written communication skills where relevant (e.g. reports, forms).

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.

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 (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11)

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.

Frequently Asked Questions

Q. 1 What will happen if the learner is routinely late arriving at the workplace or is not attending regularly?

It is essential that those working in the ELC setting are reliable and punctual. If the learner is continuously arriving late or not attending their placement, the supervisor will outline expectations in this area to the learner. If the issue persists the placement supervisor will contact the monitor/trainer via email/phone call.

The Monitor/Trainer will work with the learner and, if necessary, the setting to address and hopefully resolve any problems.

Q. 2 What will happen if a learner is deemed Not-yet Competent, but achieves 50% or more in their other assessments in the Professional Practice Placement modules?

If the learner is evaluated as 'Not-yet Competent' in the Work-based Assessment but attains a cumulative score of 50% or higher for either the Professional Practice Placement in Early Learning and Care or the Advanced Professional Practice Placement in Early Learning and Care module, the assessor must complete the Amended Grade Form. This form is used to adjust the cumulative grade for the module to 49% and record an unsuccessful grade.

Q. 3 What will happen if the student lacks motivation in the placement setting?

Upon starting a placement the programme encourages all learners to demonstrate a professional, enthusiastic, and focused demeanor and to ask questions. In case a learner appears unenthusiastic, the supervisor will discuss the issue with them and attempt to address it, if feasible. If there is no improvement, the practice placement Monitor/Trainer will be contacted for additional guidance and support.

Q. 4 Can professional practice placement hours be done in a primary school setting?

It is not permissible to complete placement hours in a primary school. Professional practice placements can only take place in entities that are currently registered with Tusla as service providers.

Q. 5 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?

To pass the module, the learner must exhibit proficiency in all work-based competencies listed in the Professional Practice Placement Supervisor's Report (ELC Form 6, ELC Form 7, ELC Form 10, ELC Form 11) The learner will be evaluated on all competencies in both ELC settings. The learner can demonstrate the competencies in either one or both ELC settings.

Q. 6 Do the same practice placement hours apply for part-time learners?

Irrespective of whether the program is full-time or part-time, all learners are obligated to finish professional practice in at least two ELC settings at each stage. Each stage requires that learners complete a total of 150 hours of professional practice placement across a minimum of two ELC

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

settings. These settings will include working directly with children aged between 0 and 2 years 8 months in one setting and working with children aged between 2 years 8 months and 6 years in another setting. An appropriate balance between the two settings will be maintained.

Q. 7 What will happen in the case of a learner who may not be suited to the field of Early Learning and Care?

In some cases, there may be a few learners who are not suitable for working in the ELC field due to personal difficulties or other issues that arise during their placement or a change of mind on the part of the learner. It is preferable for the Monitor/Trainers and supervisors to collaborate in such situations, if possible. If the supervisor has any immediate concerns, they should communicate them promptly with the learner and notify the Monitor/Trainer.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

Appendix Forms and Documentation

Table of Contents (bookmarked)

P9 S9 C15 Professional Practice Placement Letter

P9 S9 C15 Professional Practice Placement Arrangements Form - [ELC Form 1](#)

- P9 S9 C15 Professional Practice Placement Arrangements Form - Insurance Accommodations

Professional Practice Placement Attendance Log - [ELC Form 2](#)

Professional Practice Placement Absence Log - [ELC Form 3](#)

Professional Practice Placement Supervisor Overview (Stage 1/Level 5) - [ELC Form 4](#)

Verification of Mandatory Activities (Stage 1/Level 5) - [ELC Form 5](#)

- Verification of Mandatory Activities 5C21526 Setting 1
- Verification of Mandatory Activities 5C21526 Setting 2
- Verification of Mandatory Activities 5C21525 Setting 1
- Verification of Mandatory Activities 5C21525 Setting 2
- Verification of Mandatory Activities 5C21527 Setting 1
- Verification of Mandatory Activities 5C21527 Setting 2

Grading Professional Competencies (Stage 1/Level 5) Setting 1 - [ELC Form 6](#)

- Work Based Assessments Setting 1
- Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 1
- Work Experience Placement Supervisor's Report - Core Competencies Setting 1

Grading Professional Competencies (Stage 1/Level 5) Setting 2 - [ELC Form 7](#)

- Work Based Assessments Setting 2
- Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 2
- Work Experience Placement Supervisor's Report - Core Competencies Setting 2

Grade Adjustment Form (Stage 1/Level 5) - [ELC Form 8](#)

Professional Practice Placement Supervisor Overview (Stage 2/Level 6) - [ELC Form 9](#)

Verification of Mandatory Activities (Stage 2/Level 6) - [ELC Form 9](#)

- Verification of Mandatory Activities 6C21519 Setting 1
- Verification of Mandatory Activities 6C21519 Setting 2
- Verification of Mandatory Activities 6C21520 Setting 1
- Verification of Mandatory Activities 6C21520 Setting 2
- Verification of Mandatory Activities 6C21520 Setting 1/2 (arts)
- Verification of Mandatory Activities 6C21518 Setting 1
- Verification of Mandatory Activities 6C21518 Setting 2
- Verification of Mandatory Activities 6C21521 Setting 1/2

Grading Professional Competencies (Stage 2/Level 6) Setting 1 - [ELC Form 10](#)

- Work Based Assessments Setting 1
- Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 1
- Work Experience Placement Supervisor's Report - Core Competencies Setting 1

Grading Professional Competencies (Stage 2/Level 6) Setting 2 - [ELC Form 11](#)

- Work Based Assessments Setting 2
- Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 2
- Work Experience Placement Supervisor's Report - Core Competencies Setting 2

Grade Adjustment Form (Stage 2/Level 6) - [ELC Form 12](#)

Professional Practice Placement Letter

Head of Certification,
Forus Training,
Castle House,
Castle Street,
Mullingar
Co. Westmeath
N91 Y896

XX DATE XX

To Whom it May Concern;

RE: Professional Practice Placement Information for Host Organisations

Professional Practice Placement is part of an educational program where learners (students) learn first-hand about the world of work. There are arrangements for Professional Practice Placement to ensure compliance with the award standard.

This letter is verifying that **XX NAME XX** is enrolled in the **5M21473 Level 5 Certificate in Early Learning and Care Major Award** programme with us on **XX DATE XX**. The learner will achieve the below modules at the end of the programme.

- 5C21526 - Early Childhood Growth and Development
- 5C21525 - Holistic Care of Children (Birth to Six Years)
- 5C21524 - Children's Rights, Legislation and Regulation
- 5C21527 - Curriculum, Play and Creative Studies
- 5C21528 - Understanding and Assisting Children with Additional Needs
- 5C21523 - Professional Practice Placements in Early Learning and Care

or xxx delete as appropriate xxx

- 6C21519 - The Developing Child (25 Credits)
- 6C21518 - Sociology and Social Policy in Early Learning and Care (15 Credits)
- 6C21520 - Curriculum and Pedagogy (25 Credits)
- 6C21522 - Supervision and Administration Skills in Early Learning and Care (20 Credits)
- 6C21517 - Advanced Professional Practice Placements in Early Learning and Care (25 Credits)
- 6C21521 - Inclusive Early Learning and Care (Elective) (10 Credits)

QQI Centre Number: 38181S

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

It is open to **XX NAME XX** to complete their Professional Practice Placement at their current place of work so long as they are working in the relevant sector. Please find overleaf details and a form to record these arrangements. Although there is a formal Professional Practice Placement module, often there are assignments within other modules that lend themselves to a work setting.

This document outlines 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 currently enrolled in a program of study leading to either a **Level 5 Certificate or an Advanced Certificate in Early Learning and Care (Level 6) (delete as applicable)**.

The practice placement provider agrees to ensure that the learner can complete the required number of professional practice placement hours in a suitable setting/s. As part of this, the learner must complete 150 hours of professional practice placement at stage 1 and stage 2, across 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 must appoint a practice placement supervisor for the learner, who is suitably qualified at a higher National Framework of Qualifications (NFQ) level than the learner or has appropriate experience/alternative qualifications. The supervisor will provide support and guidance to the learner, verify the learner's compliance with mandatory activities and communicate with the practice placement monitor to review the learner's progress.

The supervisor must familiarize themselves with this written agreement, the code of practice for practice placements, and details of the assessments to be verified or carried out in the workplace. These details are contained 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 provide information on what to do if issues arise. Additionally, the programme provider will appoint a professional practice placement monitor who will serve as the liaison between the learner, the programme provider, and the practice placement supervisor. The monitor will arrange meetings with the supervisor and learner in each setting to review the learner's progress, evaluate work-based competencies, and reflect on their placement.

It is important to note that learners cannot work unsupervised with children and cannot be considered staff when calculating children to staff ratios. Forus Training will ensure that the learner has completed Garda Vetting and the Children's First E-learning program before the practice placement begins.

In the event of issues arising during the practice placement, the supervisor is advised to talk to the learner, and vice versa. If the issue remains unresolved, the supervisor or learner should contact the monitor who represents the programme provider. By signing this agreement, both parties acknowledge and agree to its terms and conditions.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

All about Professional Practice Placement

Benefits to Host Organisations

- helps to better understand and have input into the education system,
- provides first hand contact with future workers,
- demonstrates a willingness to contribute to the education of future employees,
- provides a better understanding of young people and their concerns.

Aims & Objectives

This opportunity will help learners to:

- foster personal and social development,
- understand aspects of our society (e.g. unionism, technological change, social roles),
- relate classroom learning to life outside the classroom,
- assist the transition from classroom to work.

Guidelines & Requirements

- **Timing and duration of placements** - Professional Practice Placement occur on a planned basis. Special consideration may be made for placements during holidays and weekends.
 - Each learner is required to complete 150 hours of professional practice placement in a minimum of two ELC settings:
 - (1) working directly with children aged between 0 and 2 yrs. 8 mts. and
 - (2) working with children 2 yrs. 8 mts. - 6 years; with an appropriate balance between settings.
- **Work environment** - Learners should only be placed in work environments where adequate supervision is provided by host organisations to ensure effective learning and the protection of learners.

During professional practice placements learners the host organisation will provide the learner with opportunities to:

- Observe experienced practitioners and reflect on these observations,
 - Integrate theory and practice,
 - Apply knowledge and practice,
 - Acquire and demonstrate the required competence, values and work practices with babies, toddlers and young children in the context of their setting, family and community 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
- **Garda vetting** - Learners must be Garda Vetted before going on professional practice placement.
 - **The Children First E-learning programme** available at must be completed by the learner and have completed the current programme <https://childrenfirstuniversal.hseland.ie/en/>.
 - **Hours and conditions** - Attendance should be for the full working day and not exceed working hours as specified by the Organisation of Working Time Act, 1997.
 - **Payment** - Learners must not be paid, unless the placement takes place in the learners place of work.
 - **Job displacement** - There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of Professional Practice Placement.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- **Industrial dispute** - If an industrial dispute occurs during the placement then the learner will be withdrawn immediately.
- **Approval** - Before a Professional Practice Placement begins host organisations are required to complete a [P9 S9 C12 Work Experience Arrangements Form](#) along with the learner.
- **Equal Opportunity** - Professional Practice Placement broadens the career horizons of learners, and encourages the exploration of non-traditional occupations and assists learners in their transition from a course of study to work or further training.
- **Transport** – Learners are expected to make their own transport arrangements.
- **Learners with additional needs** - opportunities for sufficient discussion with the learner of their support needs prior to and during placement. Provision of reasonable accommodations where required and reasonable to do so.

Insurance Arrangements

Forus Training will provide Insurance for the learner under the Public Liability Limit of Indemnity. This is to cover learners in respect of Professional Practice Placement. Please find below our Insurance letter.

Supervision

- Before each placement, the learner's trainer will negotiate and confirm details of the placement including the name of the learner to be placed and emergency contact details.
- Professional Practice placement supervisors will be suitably qualified at NFQ level above that of the learner being supervised or will have appropriate experience/alternative qualifications.

How to Supervise a Learner on a Placement

Remember: Learners are placed to gain a broad understanding of what work is like in your sector and should always be supervised.

Host Organisations are required to:

1. Attempt to address learner's interests and expectations,
2. Learners must be advised about any safety risks,
3. Learners should experience as many aspects of your work as possible (help them understand why you do what you do):
 - a. Provide them with meaningful and work related tasks
 - b. Let them benefit from exposure to practical problems
 - c. Let them try new things to test their responsibility
4. When the learner has specific questions refer them to those who can best answer them,
5. Please complete the Supervisor Feedback form and use this in your appraisal of the learner,
6. Maintain contact with the learner's trainer,
7. Learners have been told to notify the Workplace Supervisor and if they are unable to attend the placement. If the learner is absent or if their attendance is irregular, please contact us at Forus Training,
8. If for any reason it is inappropriate for a learner to attend on a particular day/s please notify the learner and the trainer in advance,
9. Keep a record of attendance and punctuality.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Learners Responsibilities

Workplace Supervisors should be aware that students are expected to:

1. Attend the work place on the required days, at times negotiated with the Workplace Supervisor,
2. Observe the rules and regulations of the host organisation,
3. Cooperate with the host organisation in meeting its duty of care,
4. Ensure that behaviours do not endanger the health and safety of fellow workers or others,
5. Wear appropriate safety clothing and abide by H&S procedures,
6. Notify the trainer of any grievance or dispute with the Workplace Supervisor or host organisation generally,
7. Continue to adhere to Forus Training rules regarding appropriate conduct,
8. Notify their trainer and the host organisation of any absence from the workplace.

For Further Information Contact:

Programme Leader Early Learning and Care
Forus Training

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 1 - Professional Practice Placement Arrangements Form

The purpose of this form is to establish the arrangements for Professional Practice Placement to ensure compliance with the award standard.

Section 1: Learner Details		PLEASE USE BLOCK CAPITALS	
Your Name:	<input style="width: 95%;" type="text"/>	Surname:	<input style="width: 95%;" type="text"/>
Phone Number:	<input style="width: 95%;" type="text"/>		
Programme Title:	<input style="width: 95%;" type="text"/>	Location:	<input style="width: 95%;" type="text"/>
Trainer Name (Professional Practice Placement Monitor):	<input style="width: 95%;" type="text"/>	Phone Number:	<input style="width: 95%;" type="text"/>
Emergency Contact of Learner Name	<input style="width: 95%;" type="text"/>	Phone Number:	<input style="width: 95%;" type="text"/>
Programme Start Date:	<input style="width: 95%;" type="text"/>	Finish Date:	<input style="width: 95%;" type="text"/>

DATA PROTECTION INFORMATION: The information provided on this form is for the administration of Professional Practice Placement Arrangements only and is not to be used for any other purpose. Health information will be provided if the Student has a medical condition or requires medication that may be relevant to their placement. This information must be kept confidential.

Section 2: Work Placement Details			
Employer (Organisation Name):	<input style="width: 95%;" type="text"/>	Telephone:	<input style="width: 95%;" type="text"/>
Organisation Address:	<input style="width: 95%;" type="text"/>		
Eircode:	<input style="width: 95%;" type="text"/>	Organisation Email:	<input style="width: 95%;" type="text"/>
Workplace Contact Person:	<input style="width: 95%;" type="text"/>	Supervisor:	<input style="width: 95%;" type="text"/>
Activities the Learner will undertake:	<input style="width: 95%; height: 40px;" type="text"/>		
Professional Practice Placement Hours from	<input style="width: 95%;" type="text"/>	AM/PM	to <input style="width: 95%;" type="text"/>
Professional Practice Placement Days	Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/>		
From commencement date	<input style="width: 95%;" type="text"/>	To completion date	<input style="width: 95%;" type="text"/>
Total Number of Hours	<input style="width: 95%;" type="text"/>		

Section 3: Employer Acknowledgement (Employer to sign)

I, _____ [name of individual, or on behalf of the Employer] agree to:

9. Facilitate the learner to access the agreed number of practice placement hours 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 at each stage:
 - a. working directly with children aged between 0 and 2 years 8 months and,
 - b. working with children aged between 2 years 8 months and 6 years
10. Provide the learner with the opportunity to:
 - a. Observe experienced practitioners and reflect on those observations,
 - b. Integrate theory and practice,
 - c. Apply knowledge and practice,
 - d. Acquire and demonstrate the required competencies, values and work practices with babies, toddlers and young children under the supervision of more experienced practitioners,
 - e. Engage in self-reflection and self-evaluation of their own practice and engage in conversations with more experienced practitioners around their practice.
11. Assign a member of the ELC team to be the professional practice placement supervisor for each learner in each setting.
12. Ensure the supervisor will be suitably qualified at an NFQ level above that of the learner being supervised or have appropriate experience/alternative qualifications.
13. Put in place alternative supervision arrangements without delay and inform the learner of the new arrangements if the supervisor becomes indposed.
14. Provide the learner with access to all relevant policies and procedures that are to be followed.
15. Specifically, make the Professional Practice Placement candidate aware of any policies and procedures that relate to child / vulnerable adult protection.
16. 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.
17. Comply with occupational health and safety legislation and standards relevant to the practice placement with respect to the learner as if the learner were my employee (although the learner will be supernumerary).
18. Identify all hazards relevant to the conduct of my undertaking and will assess and control all related risks. If I have not controlled all related risks I will inform Forus Training of this fact prior to the Professional Practice Placement Arrangement commencing.
19. I will provide appropriate information, training, instruction and supervision to the learner in respect of occupational health and safety and will provide any equipment and/or clothing which is required to comply with my duty of care toward the learner.
20. Ensure that required planning, induction, supervision and safe systems of work are provided for the learner to maintain a safe and healthy Professional Practice Placement Arrangement at all times.
21. Consider and take into account the competency, maturity and physical capabilities of the learner in relation to all activities he or she will undertake. The learner's programme of activities will be planned and carried out with these considerations in mind.
22. Recruitment screen the applicant (including interviews, reference checking), child protection procedures, etc. to be implemented along with Garda Vetting.
23. Ensure that the Professional Practice Placement is undertaken in a non-discriminatory and harassment free environment.
24. Permit access to the workplace and contact with the learner by the Principal or the Professional Practice Placement nominated contact at any reasonable time during the Professional Practice Placement Arrangement.
25. Ensure that the Professional Practice Placement Arrangement is not used as a substitute for the employment of employees or the engagement of contractors and the payment of appropriate wages or fee for services to employees or contractors respectively.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

26. Ensure that the maximum number of learners in the workplace does not exceed one learner for every three employees.
27. If I have sought to engage more than the permitted number of Professional Practice Placement learners, I confirm that direct supervision will be provided for all learners.
28. Where the Principal has disclosed any necessary health information in relation to the learner I confirm that I will maintain the confidentiality of that health information and only disclose this information to another party if treatment is required for a known medical condition or in the case of a medical emergency.
29. Notify the Professional Practice Placement Coordinator as soon as possible if the learner is absent, injured or becomes ill in the course of undertaking the Professional Practice Placement.
30. I will consult with Forus Training (certification@forustraining.ie) if I consider it necessary to terminate the Arrangement before the specified time.

Important note on assessment evidence:

- When our learner's are on placement for Professional Practice Placement purposes in host organisations they are expected to follow the host's policies and procedures in relation to working with children and vulnerable adults.
- There may be a requirement that some video evidence or pictorial evidence be recorded of the activity carried out with the person, the child or adult.
- If the learner is presenting pictorial evidence permission must be sought from the guardians of the child or the vulnerable adult and from the organisation that is hosting the Professional Practice Placement.
- If pictures of the child or vulnerable adult are taken it is extremely important that the following guidelines are followed.
 - Firstly, the picture should only be used for the purpose for which it was taken and destroyed afterwards.
 - The host organisation may have a designated photographer / equipment - the Learner is advised to follow local policy.
 - There should be no reproduction of the picture on social media or any other platform.
 - The picture should only be taken of the back of the subject's head from the shoulder to the crown of the head from the wrist to the fingers or from the ankle to the foot, excluding any parts of the subject's arms legs / torso.
- Permission from the organisation or adherence to the organisation's policies and procedures, with regards to the capturing of any photographs or video evidence is to be adhered to in their policies.
- This may for example prohibit the use of a mobile phone to capture such imagery and you may have to use the camera or video camera of the host organisation.
- It is up to the learner to ensure that they follow policy, that they get the appropriate permissions and that they appropriately reflect images of the child / adult in their submitted work.

Employer Name:

Signature:

Date:

Section 4: Monitoring

I, _____ agree to monitor this Professional Practice Placement Arrangement and to:

Professional practice placement monitors will be suitably qualified and experienced in ELC, be Garda Vetted and have experience in the assessment of learners.

- carry out all reasonable and lawful directions of the Employer and perform my work to the best of my ability;
- comply with all reasonable workplace rules and requirements governing safety and behaviour;

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- attend at the workplace on each day at the agreed time;
- inform both the Employer and the Professional Practice Placement Coordinator as soon as possible if I am unable to attend work;
- promptly inform the Employer of any accident, injury or incident that may occur;
- dress appropriately for the workplace;
- agree that no payment will be made to me on the work placement;
- I agree to inform the Employer of any necessary medical information, including details of any known medical condition which may affect me and any medication or treatment which may be relevant.
- I understand that I am responsible for my transport to and from the workplace.

I, _____ agree to acquaint myself with any traditions, codes of conduct or internal regulations of the host organisation and agree to;

- comply with such traditions, regulations or codes of conduct.
- comply with the reasonable and lawful instruction of their supervisors.
- comply with any disciplinary procedures or processes of the host organisation and understand that I shall be liable to any penalty which may be imposed following due process.

I, _____ agree to follow the following guidance on assessment evidence;

- When on placement for Professional Practice Placement purposes in host organisations I am expected to follow the host's policies and procedures in relation to working with children and vulnerable adults.
- There may be a requirement that some video evidence or pictorial evidence be recorded of the activity carried out with the person, the child or adult.
- If I am presenting pictorial evidence, permission must be sought from the guardians of the child or the vulnerable adult and from the organisation that is hosting the Professional Practice Placement.
- If pictures of the child or vulnerable adult are taken it is extremely important that the following guidelines are followed.
 - Firstly, the picture should only be used for the purpose for which it was taken and destroyed afterwards.
 - The host organisation may have a designated photographer / equipment - the Learner is advised to follow local policy.
 - There should be no reproduction of the picture on social media or any other platform.
 - The picture should only be taken of the back of the subject's head from the shoulder to the crown of the head from the wrist to the fingers or from the ankle to the foot, excluding any parts of the subject's arms legs / torso.
- Permission from the organisation or adherence to the organisation's policies and procedures, with regards to the capturing of any photographs or video evidence is to be adhered to in their policies.
- This may for example prohibit the use of a mobile phone to capture such imagery and you may have to use the camera or video camera of the host organisation.
- It is up to me to ensure that I follow policy that I get the appropriate permissions and that I appropriately reflect images of the child in my submitted work.

I, _____ understand that for the purpose of enforcing this code, Forus Training shall be entitled, but shall not be obliged, to investigate any complaint against a learner arising from any alleged misconduct while on placement or any alleged failure to comply with a host organisation's traditions, regulations or codes of conduct and, following the appropriate disciplinary procedures, Forus Training may impose a penalty in respect of such misconduct or failure to comply with a host organisation's traditions, regulations or code of conduct as a breach of the learner Code.

I, _____ agree to follow the following guidance on child protection;

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

- Anyone who suspects that a child is being abused, or is at risk of abuse, has a duty to report their suspicions to Tusla. You should report your concerns to the Tusla Children and Family Services local social work duty service in the area the child lives.
- You can report your concerns in person, by writing or by phone. While you can report your concerns anonymously, Tusla does not normally reveal the names of people who report suspicions of child abuse unless they have permission to do so.
- Tusla will consider your report and decide whether it needs following up. If it does, Tusla will look for information from other sources and will contact the child and the child's parents in order to establish what is going on. It will then take whatever action is required to protect the child.
- If you need to report your concerns outside normal office hours (weekends and at night) you should report your concerns to the Garda Síochána.
- Under the Protections for Persons Reporting Child Abuse Act 1998, so long as you report what you believe to be true and you do it in good faith you, cannot be sued for making a false or malicious report.

Monitor Name:

Signature:

Date:

Section 6: Learner Agreement

I, _____ agree to take part in this Professional Practice Placement
Arrangement and to:

- carry out all reasonable and lawful directions of the Employer and perform my work to the best of my ability;
- comply with all reasonable workplace rules and requirements governing safety and behaviour;
- attend at the workplace on each day at the agreed time;
- inform both the Employer and the Professional Practice Placement Coordinator as soon as possible if I am unable to attend work;
- promptly inform the Employer of any accident, injury or incident that may occur;
- dress appropriately for the workplace;
- agree that no payment will be made to me on the work placement;
- I agree to inform the Employer of any necessary medical information, including details of any known medical condition which may affect me and any medication or treatment which may be relevant.
- I understand that I am responsible for my transport to and from the workplace.

I, _____ agree to acquaint myself with any traditions, codes of conduct
or internal regulations of the host organisation and agree to;

- comply with such traditions, regulations or codes of conduct.
- comply with the reasonable and lawful instruction of their supervisors.
- comply with any disciplinary procedures or processes of the host organisation and understand that I shall be liable to any penalty which may be imposed following due process.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

I, _____ agree to follow the following guidance on assessment evidence;

- When on placement for Professional Practice Placement purposes in host organisations I am expected to follow the host's policies and procedures in relation to working with children and vulnerable adults.
- There may be a requirement that some video evidence or pictorial evidence be recorded of the activity carried out with the person, the child or adult.
- If I am presenting pictorial evidence, permission must be sought from the guardians of the child or the vulnerable adult and from the organisation that is hosting the Professional Practice Placement.
- If pictures of the child or vulnerable adult are taken it is extremely important that the following guidelines are followed.
 - Firstly, the picture should only be used for the purpose for which it was taken and destroyed afterwards.
 - The host organisation may have a designated photographer / equipment - the Learner is advised to follow local policy.
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 - The picture should only be taken of the back of the subject's head from the shoulder to the crown of the head from the wrist to the fingers or from the ankle to the foot, excluding any parts of the subject's arms legs / torso.
- Permission from the organisation or adherence to the organisation's policies and procedures, with regards to the capturing of any photographs or video evidence is to be adhered to in their policies.
- This may for example prohibit the use of a mobile phone to capture such imagery and you may have to use the camera or video camera of the host organisation.
- It is up to me to ensure that I follow policy that I get the appropriate permissions and that I appropriately reflect images of the child in my submitted work.

I, _____ understand that for the purpose of enforcing this code, Forus Training shall be entitled, but shall not be obliged, to investigate any complaint against a learner arising from any alleged misconduct while on placement or any alleged failure to comply with a host organisation's traditions, regulations or codes of conduct and, following the appropriate disciplinary procedures, Forus Training may impose a penalty in respect of such misconduct or failure to comply with a host organisation's traditions, regulations or code of conduct as a breach of the learner Code.

I, _____ agree to follow the following guidance on child protection;

- Anyone who suspects that a child is being abused, or is at risk of abuse, has a duty to report their suspicions to Tusla. You should report your concerns to the Tusla Children and Family Services local social work duty service in the area the child lives.
- You can report your concerns in person, by writing or by phone. While you can report your concerns anonymously, Tusla does not normally reveal the names of people who report suspicions of child abuse unless they have permission to do so.
- Tusla will consider your report and decide whether it needs following up. If it does, Tusla will look for information from other sources and will contact the child and the child's parents in order to establish what is going on. It will then take whatever action is required to protect the child.
- If you need to report your concerns outside normal office hours (weekends and at night) you should report your concerns to the Garda Síochána.
- Under the Protections for Persons Reporting Child Abuse Act 1998, so long as you report what you believe to be true and you do it in good faith you, cannot be sued for making a false or malicious report.

Learner Name:

Signature:

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Date:

Once complete please send this form to your trainer by email or post it to Certification Desk, Forus Training, Castle House, Castle Street, Mullingar, Co. Westmeath, N91 Y896. Once we receive this form, we will send your nominated supervisor a letter / email titled "P9 S9 C12 Professional Practice Placement Supervisor's Guidance Letter / e-mail."

Section 7: Forus Training Sign off

Trainer (Monitor) Name:

Signature:

Date:

Head of Certification Name:

Signature:

Date:

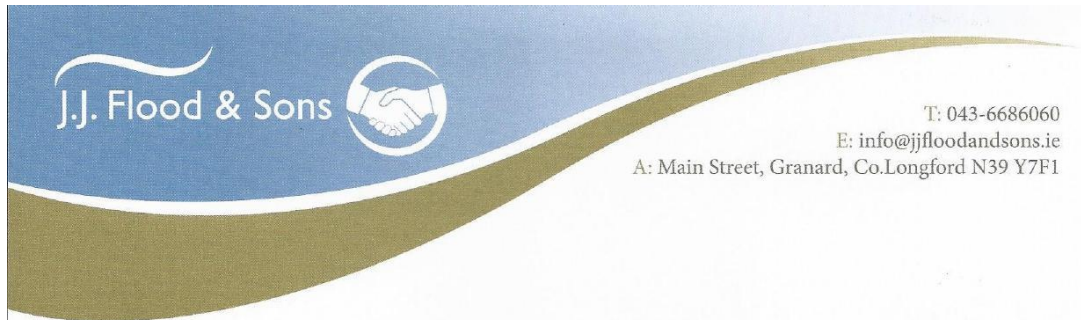
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Professional Practice Placements in Early Learning & Care

ELC Form 1 - P9 S9 C15 Professional Practice Placement Arrangements Form (Insurance Accommodations)

Please find below information regarding Forus Trainings insurance arrangements for Professional Practice Placement:



To whom it may concern.

Sept 8th 2022.

Re: REDE Computer Training Ltd.; t/a FORUS Training.


Dear Sir/Madam,

I confirm that J.J Flood & Sons act as insurance broker for the above named.
Their current period of insurance is to June 7th 2023.
Insurers: - HISCOX Insurance Co. Ltd
Policy No: HUP169350936
Public Liability Limit of Indemnity: -€6,500,000.

Please note that Hiscox Insurance Company Ltd have confirmed cover in respect of work experience as defined under their Public Liability.

Cover is subject to the policy's terms, definitions, extensions, exclusions, conditions, and endorsements.

Yours Sincerely


Paul Flood
J.J. Flood & Sons

Auctioneers & Valuers



Insurance Brokers - Life & General

Paul Flood t/a J.J. Flood & Sons is Regulated by the Central Bank of Ireland and by The Property Services Regulatory Authority.
PSRA Lic. No: 001734

Financial Brokers



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Professional Practice Placements in Early Learning & Care

ELC Form 2 - Professional Practice Placement Attendance Log

Learner Attendance Log

Learner name:	
Host Organisation Name	
Stage 1 or 2:	

Date	Start time	Finish time	Supervisor signature

Supervisor's Signature	
Monitor's Signature	
Learner's Signature	

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Professional Practice Placements in Early Learning & Care

ELC Form 3 - Professional Practice Placement Absence Log

Learner Absence Log					
Learner name:					
Host Organisation Name					
Stage 1 or 2:					
Date of absence	Number of hours/days missed	Reason for absence	Documentation to support absence	Did you notify your supervisor of your absence?	Did you notify your placement monitor of absence?
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
				<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Supervisor's Signature					
Monitor's Signature					
Learner's Signature					

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

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Professional Practice Placements in Early Learning & Care

ELC Form 4 - Professional Practice Placement Supervisor's Overview (Stage 1, Level 5)

Professional Practice Placement Supervisor's Overview		(Stage 1/Level 5) ELC Form 4
Learner's Name		
Learner's contact details	Mobile:	Email:
First Professional Practice Placement Setting		
Name of first setting		
Age group	<input type="checkbox"/> 0 to 2 years 8 months	<input type="checkbox"/> 2 years 8 months - 6 years
Garda Vetting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Two References	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Children First e-Learning	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of placement hours completed:		
Supervisor's Name		
Monitor's Name		
Tripartite meeting date		
Second Professional Practice Placement Setting		
Name of second setting		
Age group	<input type="checkbox"/> 0 to 2 years 8 months	<input type="checkbox"/> 2 years 8 months - 6 years
Garda Vetting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Two References	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Children First e-Learning	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of placement hours completed:		
Supervisor's Name		
Monitor's Name		
Tripartite meeting date		

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Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 1 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities

Setting 1 (Ensure to cover all observations over both settings) 5 in total (e.g. 3 in setting 1, 2 in setting 2)

PORTFOLIO - 30% - See 5C21526 - Early Childhood Growth and Development - Assessment Brief page 5

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **five** observations, one in each of the following areas;

Domain of Development:	Method of Observation used:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Physical		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Intellectual		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Linguistic		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Emotional		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Social		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:

Monitor's Signature:

Date:

Learner's Name:

Learner's Signature:

Date:

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Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 2 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities			Setting 2 (Ensure to cover all observations over both settings) 5 in total (e.g. 3 in setting 1, 2 in setting 2)		
PORTFOLIO - 30% - See 5C21526 - Early Childhood Growth and Development - Assessment Brief page 5					
Learner's Name:		*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade			
The learner carries out five observations, one in each of the following areas;					
Domain of Development:	Method of Observation used:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Physical		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Intellectual		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Linguistic		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Emotional		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Social		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

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Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 3 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities (Stage 1)

Setting 1 (Ensure to cover all categories of tasks over both settings)

SKILLS DEMONSTRATION - 60% - See 5C21525 Holistic Care of Children (Birth to Six Years) - Assessment Brief page 7

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **three** tasks, one in each of the following areas;

Tasks	Method of Observation used:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Category 1	<input type="checkbox"/> Changing a baby's nappy. <input type="checkbox"/> Spoon feeding a baby.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Category 2	<input type="checkbox"/> Describe strategies for settling a preschool child in on their first day. <input type="checkbox"/> Describe the process to manage a concerning bruise on a 2yr old child.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Category 3	<input type="checkbox"/> Describe how you would carry out an emergency fire procedure drill. <input type="checkbox"/> Choose a piece of outdoor equipment and complete a risk assessment.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 4 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities

Setting 2 (Ensure to cover all categories of tasks over both settings)

SKILLS DEMONSTRATION - 60% - See 5C21525 Holistic Care of Children (Birth to Six Years) - Assessment Brief page 7

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **three** tasks, one in each of the following areas;

Tasks	Method of Observation used:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Category 1	<input type="checkbox"/> Changing a baby's nappy. <input type="checkbox"/> Spoon feeding a baby.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Category 2	<input type="checkbox"/> Describe strategies for settling a preschool child in on their first day. <input type="checkbox"/> Describe the process to manage a concerning bruise on a 2yr old child.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Category 3	<input type="checkbox"/> Describe how you would carry out an emergency fire procedure drill. <input type="checkbox"/> Choose a piece of outdoor equipment and complete a risk assessment.	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 5 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities

Setting 1 (Ensure to cover all activities over both settings)

SKILLS DEMONSTRATION - 40% - See 5C21527 Curriculum, Play and Creative Studies - Assessment Brief page 8

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **four** activities as described below;

Activities	Method of Observation used:	Setting:	Date of Activity:	Age of Child Observed:	Supervisor Signature:
Activity 1	<input type="checkbox"/> Using reading and storytelling techniques	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 2	<input type="checkbox"/> Using props and play to extend the activity	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 3	<input type="checkbox"/> Using creative media to explore the theme	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 4	<input type="checkbox"/> Using outdoor spaces to extend the child(s) experience	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 5 - Part 6 - Verification of Mandatory Activities (Stage 1) Level 5

Verification of Mandatory Activities

Setting 2 (Ensure to cover all activities over both settings)

SKILLS DEMONSTRATION - 40% - See 5C21527 Curriculum, Play and Creative Studies - Assessment Brief page 8

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **four** activities as described below;

Activities	Method of Observation used:	Setting:	Date of Activity:	Age of Child Observed:	Supervisor Signature:
Activity 1	<input type="checkbox"/> Using reading and storytelling techniques	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 2	<input type="checkbox"/> Using props and play to extend the activity	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 3	<input type="checkbox"/> Using creative media to explore the theme	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Activity 4	<input type="checkbox"/> Using outdoor spaces to extend the child(s) experience	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 6 - Grading the Professional Competencies - (Stage 1) Level 5

Grading the Professional Competencies

Has the learner been evaluated as "competent" in all of the competencies at least once across the two placement settings?

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.

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Professional Practice Placements in Early Learning & Care

Work-Based Assessment (Stage 1/Setting 1 & 2)		Setting 1 & 2				
Learner' Name:	*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade					
Competencies	Competency	Comments	Date	Supervisor Initials	Monitor Initials	Learners Initials
MIPLO 1: Explore a range of learning and theoretical perspectives on child development to contribute to the holistic development of the child in line with national frameworks.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 2: Conduct child observations and assessments, informed by theory, to promote the holistic development of the child and to enhance professional practice in the ELC setting.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 3: Engage in reflective practice to inform personal and professional development and practice of self and others.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 4: Participate in the implementation and review of a range of centre-based policies, procedures, and practices to ensure continuity of routines and experiences for children across a variety of childcare settings.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 5: Contribute to the development and implementation of curricular approaches, partnering with families and other stakeholders, using a range of theoretical and practical pedagogical approaches in line with national frameworks and ELC regulations to support the holistic development of children.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 6: Contribute to the planning, implementation and review of inclusive play-based learning opportunities informed by theories of play in childhood, in both indoor and outdoor environments to support children's holistic development.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

MIPLO 7: Contribute to the planning, implementation and review of various types of inclusive creative arts experiences for children through different mediums including digital learning experiences to promote children’s holistic development.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 8: Provide a nurturing and inclusive ELC environment for children to meet their holistic needs.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 9: Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 10: Demonstrate professional practice in partnership with stakeholders and the broader community of the ELC setting while working under supervision.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 11: Engage in pedagogy and professional practice that supports an inclusive and anti-bias approach to the early learning and care of children.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 12: Engage in reflective practice using self-evaluation methods to support the development of personal and professional practice.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
Sign Off Section						Date
Supervisor’s Signature (Setting 1)						
Supervisor’s Signature (Setting 2)						
Monitor’s Signature						

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

I attended the Tripartite meeting and have received feedback on the competencies;		
Learners signature		

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 7 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 1

Two Work Placement Supervisor Reports

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.

This report forms an important part of the Skills Demonstration for module ELC5005 Level 5 Professional Practice Placement in ELC. This report is worth up to 10 marks of the module.

It will be completed by the Monitor, through in person observation of students while on placement and in consultation with the Work Placement Supervisor who has also observed the learner during their professional practice placement. The Assessor(s) must indicate the learner's performance by placing a tick for each of the criteria. 'Excellent' will only be used where the learner has demonstrated outstanding performance.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Level 5 Professional Practice Placement in ELC – Work Experience Placement Supervisor’s Report - STAGE 1 - SETTING 1

Learner’s Name	Centre/School Name	Tel. No	No. of Hours Worked
	Forus Training		
Organisation/Company Name	Supervisor’s Name	Supervisor’s Email	Supervisor’s Tel. No.

Criteria	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	Further Comments
SECTOR SPECIFIC COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	<ul style="list-style-type: none"> • Learner strengths • Areas of improvement /training to consider • Constructive Feedback • Please use an additional sheet if needed and use the number to identify the competency.
The competencies listed below will be specific to some Learners but not to all. Please only complete where appropriate and relevant to the Learners professional practice placement. Learners can use the ‘Comments’ section to reflect on their learning under the Supervisor’s guidance.							
31. Demonstrated understanding of the correct procedures for cleaning.							
32. Demonstrated understanding of the correct procedures for infection control procedures.							
33. Contributed to the maintenance of safe and hygienic environments.							
34. Appropriately assisted children with eating, washing hands, personal care routines where appropriate.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

35. Demonstrated ability to support children with care routines while maintaining dignity, respecting independence and privacy and enhancing positive self-image							
36. Interacted positively and appropriately with children to support their individual needs and interests.							
37. Interacted positively and appropriately with other team members.							
38. Interacted positively and appropriately with other stakeholders: parents, board members etc.							
39. Exhibited an interest and understanding of Aistear and Síolta.							
40. Contributed in discussions on planning activities or curriculum ideas based on children's interests.							
41. Exhibited genuine interest, skills and dispositions for working in the ELC sector.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Level 5 Professional Practice Placement in ELC – Supervisor’s Report - STAGE 1 - SETTING 1

The competencies listed below are core competencies. It is expected that the Supervisors will provide the comments/evaluation on each area. Learners must not complete these areas.

	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	
CORE COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	
Punctuality , e.g., Arrives at work on time. Promptly returns from lunch and breaks. Completes the day scheduled. Meets deadlines for tasks							
Personal presentation as appropriate to the vocational area (ELC) , e.g., Appropriately dressed for work. Meets relevant hygiene standards. Appropriate posture for work, where relevant.							
Compliance with health, safety and other regulations , e.g., Shows knowledge of relevant regulations and reporting requirements. Dresses appropriately, e.g. hard hat, non-slip soles, etc. Demonstrates safe and hygienic practices and routines, e.g. handwashing. Safe operation of machinery and equipment.							
Working independently while under general direction , e.g., Follows instructions carefully. Seeks clarity when needed from the appropriate person. Adheres to instructions while completing tasks. Fully completes tasks assigned. Seeks additional work once assigned tasks are completed							
Good practice appropriate to the vocational (ELC) area , e.g., Uses good practice in carrying out tasks. Demonstrates ability to							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

carry out key skills associated with the vocational area. Shows interest in the work and willingness to learn.							
Effective interpersonal communication skills as appropriate to the vocational (ELC) area , e.g., Speaks clearly. Interacts appropriately and in a professional manner with children, parents, supervisor, co-workers, family members and other members within the multidisciplinary team. Demonstrates effective listening skills. Receives feedback in a positive manner.							
Effective technical/written communication skills as appropriate to the vocational area , e.g., Uses appropriate communication skills for assigned tasks. Demonstrates effective use of technological communication skills where relevant (e.g. email, SMS, appointment systems, online record cards) <i>and/or</i> effective written communication skills where relevant (e.g. reports, forms).							

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	
Supervisor's Name		Supervisor's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 8 - Work Experience Placement Supervisor's Report - Sector Specific Competencies Setting 2

Two Work Placement Supervisor Reports

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, in consultation with the supervisor and 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.

This report forms an important part of the Skills Demonstration for module ELC5005 Level 5 Professional Practice Placement in ELC. This report is worth up to 10 marks of the module. This a mandatory module of the 5M2009 Early Childhood Care and Education Major Award.

It will be completed by the Work Placement Supervisor who has observed the learner during their professional practice placement. The Assessor(s) must indicate the learner's performance by placing a tick for each of the criteria. 'Excellent' will only be used where the learner has demonstrated outstanding performance.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Level 5 Professional Practice Placement in ELC – Work Experience Placement Supervisor’s Report - STAGE 1 - SETTING 2

Learner’s Name	Centre/School Name	Tel. No	No. of Hours Worked
	Forus Training		
Organisation/Company Name	Supervisor’s Name	Supervisor’s Email	Supervisor’s Tel. No.

Criteria	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	Further Comments
SECTOR SPECIFIC COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	<ul style="list-style-type: none"> • Learner strengths • Areas of improvement /training to consider • Constructive Feedback • Please use an additional sheet if needed and use the number to identify the competency.
The competencies listed below will be specific to some Learners but not to all. Please only complete where appropriate and relevant to the Learners professional practice placement. Learners can use the ‘Comments’ section to reflect on their learning under the Supervisor’s guidance.							
1. Appropriately assisted children with eating, washing hands, personal care routines where appropriate.							
2. Demonstrated ability to support children with care routines while maintaining dignity, respecting independence and privacy and enhancing positive self-image							
3. Interacted positively and appropriately with children to support their individual needs and interests.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

4. Interacted positively and appropriately with other team members.							
5. Interacted positively and appropriately with other stakeholders: parents, board members etc.							
6. Exhibited an interest and understanding of Aistear and Síolta.							
7. Contributed in discussions on planning activities or curriculum ideas based on children's interests.							
8. Exhibited genuine interest, skills and dispositions for working in the ELC sector.							

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Professional Practice Placements in Early Learning & Care

Level 5 Professional Practice Placement in ELC – Supervisor’s Report - STAGE 1 - SETTING 2

The competencies listed below are core competencies. It is expected that the Supervisors will provide the comments/evaluation on each area. Learners must not complete these areas.

	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	
CORE COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	
<i>Engages in advanced practices of professionalism</i>							
<i>Demonstrates the required competencies</i> , values, attitudes, and work practices to work effectively with babies, toddlers, young children							
<i>Demonstrates a range of intrapersonal, interpersonal and self-awareness skills</i> in the management of relationships and interactions with all stakeholders							
<i>Observes team leadership roles</i> demonstrating supervisory and mentoring skills that support the work of others							
<i>Leads on the delivery of good practice</i> informed by current legislation, regulations and National frameworks.							

Monitor’s Name:		Monitor’s Signature:		Date:	
Learner’s Name:		Learner’s Signature:		Date:	
Supervisor’s Name		Supervisor’s Signature:		Date:	

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Professional Practice Placements in Early Learning & Care

ELC Form 9 - Grade Adjustment Form (Administration)

Stage 1 - Grade Adjustment Form - For Administration Only

To be completed by the monitor following the second placement assessment.
This form must be returned to the trainer at Forus Training.

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

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%
If no, the learner is awarded 0%

Insert Result here:

Did the learner complete the required 150 hours of placement?

Yes

No

Monitor Signature:

Date:

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Professional Practice Placements in Early Learning & Care

ELC Form 10 - Professional Practice Placement Supervisor's Overview (Stage 2, Level 6)

Professional Practice Placement Supervisor's Overview		
Learner's Name		
Learner's contact details	Mobile:	Email:
First Professional Practice Placement Setting		
Name of first setting		
Age group	<input type="checkbox"/> 0 to 2 years 8 months	<input type="checkbox"/> 2 years 8 months - 6 years
Garda Vetting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Two References	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Children First e-Learning	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of placement hours completed:		
Supervisor's Name		
Monitor's Name		
Tripartite meeting date		
Second Professional Practice Placement Setting		
Name of second setting		
Age group	<input type="checkbox"/> 0 to 2 years 8 months	<input type="checkbox"/> 2 years 8 months - 6 years
Garda Vetting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Two References	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Children First e-Learning	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of placement hours completed:		
Supervisor's Name		
Monitor's Name		
Tripartite meeting date		

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 1 - Verification of Mandatory Activities (Stage 2, Level 6)

Instructions for verification of mandatory activities (stage 2):

- The purpose of this form is for the supervisor to verify that the learner engaged with the mandatory activities while on 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.

ELC Form 11 - Verification of Mandatory Activities

Placement 1 - Must be carried out in both placement settings

PROJECT 60% - See 6C21519 -The Developing Child - Assessment Brief page 5

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **two** observations, to identify the emergent interests of children;

Observation Method:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Anecdotal Snapshot	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Free Description	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 2 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities

Placement 2 - Must be carried out in both placement settings

PROJECT 60% - See 6C21519 -The Developing Child - Assessment Brief page 5

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner carries out **two** observations, to identify the emergent interests of children;

Observation Method:	Observation Setting:	Date of observation:	Age of Child Observed:	Supervisor Signature:
Anecdotal Snapshot	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	
Free Description	<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		<input type="checkbox"/> 0-1years, <input type="checkbox"/> 1-3years <input type="checkbox"/> 3-6years	

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 3 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities		Setting 1			
SKILLS DEMONSTRATION 60% - See 6C21520 - Curriculum and Pedagogy - Assessment Brief page 6 - Activity 1 (Task 2) - Indoor					
Learner's Name:	*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade				
The learner must complete 2 child observations in preparation for activities					
	Type/Name of activity	Observational Setting	Date of observation	Supervisor Initials	
Observation for Activity		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
The learner must carry out a consultation with the necessary personnel to implement a developmentally appropriate and inclusive learning activity.					
	Name of learning activity	Observational Setting	Date of observation	Supervisor Initials	
Implementation of Activity 1 - Indoor		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care



Short-term Curriculum Planning Template



This is a **sample** template to help you create short-term plans for children's learning and development based on their interests and upcoming celebrations and events. This planning involves observing, listening, talking to and playing with children and organising interesting and fun activities and experiences with them.

Group:
Date:

What interests the children? What do they want to do and find out?
How can we help them?

What seasonal events and celebrations do we need to plan for?
What will we do?

(Prompts: Observe the children play. Listen and talk to them. Talk to parents. Find information in books, websites and through visits. Make things. Add new props.)

What resources can we use? How will we support the children's language development?

(Prompts: materials, visitors, interaction strategies, 'special' words linked to the interest/event/celebration)

How will we find out what the children have learned? How will we document and share this?

(Prompt: See Aistear's theme posters. Think about photos, learning records and stories, drawings and writings, discussions, portfolios, journals, meetings with parents.)

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 4 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities		Setting 2			
SKILLS DEMONSTRATION 60% - See 6C21520 - Curriculum and Pedagogy - Assessment Brief page 6 - Activity 2 (Task 2) - Outdoor					
Learner's Name:	*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade				
The learner must complete 2 child observations in preparation for activities					
	Type/Name of activity	Observational Setting	Date of observation	Supervisor Initials	
Observation for Activity		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
The learner must carry out a consultation with the necessary personnel to implement a developmentally appropriate and inclusive learning activity.					
	Name of learning activity	Observational Setting	Date of observation	Supervisor Initials	
Implementation of Activity		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care



Short-term Curriculum Planning Template



This is a **sample** template to help you create short-term plans for children's learning and development based on their interests and upcoming celebrations and events. This planning involves observing, listening, talking to and playing with children and organising interesting and fun activities and experiences with them.

Group:
Date:

What interests the children? What do they want to do and find out?
How can we help them?

What seasonal events and celebrations do we need to plan for?
What will we do?

(Prompts: Observe the children play. Listen and talk to them. Talk to parents. Find information in books, websites and through visits. Make things. Add new props.)

What resources can we use? How will we support the children's language development?

(Prompts: materials, visitors, interaction strategies, 'special' words linked to the interest/event/celebration)

How will we find out what the children have learned? How will we document and share this?

(Prompt: See Aistear's theme posters. Think about photos, learning records and stories, drawings and writings, discussions, portfolios, journals, meetings with parents.)

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 5 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities		Setting 1 or 2			
SKILLS DEMONSTRATION 60% - See 6C21520 - Curriculum and Pedagogy - Assessment Brief page 6 - Activity 3 (Task 3) - Arts					
Learner's Name:	*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade				
The learner must complete a child observation in preparation for activity					
	Type/Name of activity	Observational Setting	Date of observation	Supervisor Initials	
Observation for Activity		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
The learner must carry out a consultation with the necessary personnel to implement a developmentally appropriate and inclusive learning activity.					
	Name of learning activity	Observational Setting	Date of observation	Supervisor Initials	
Implementation of Activity		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)			
Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

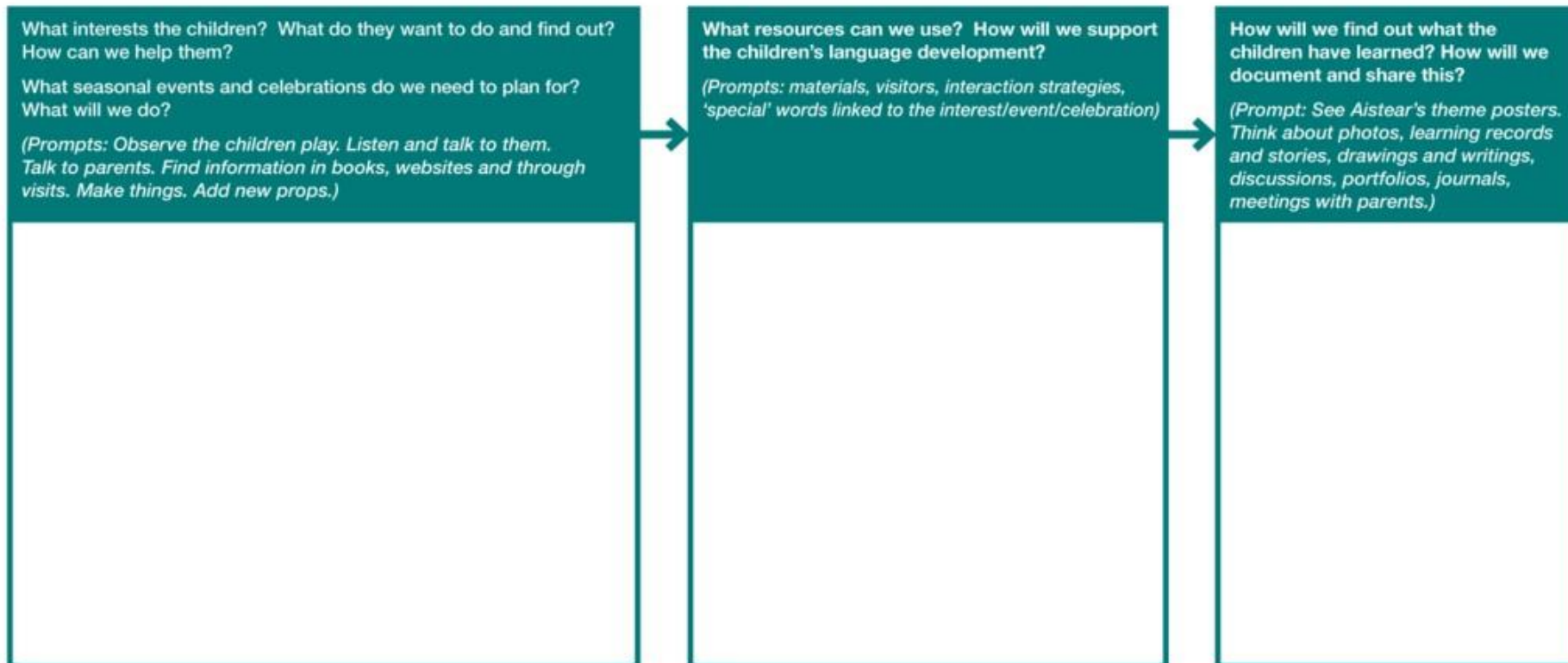


Short-term Curriculum Planning Template



This is a **sample** template to help you create short-term plans for children's learning and development based on their interests and upcoming celebrations and events. This planning involves observing, listening, talking to and playing with children and organising interesting and fun activities and experiences with them.

Group:
Date:



Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 6 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities

Setting 1

ASSIGNMENT 20% - See 6C21518 - Sociology and Social Policy - Assessment Brief page 6

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner will critique the child safe-guarding statement

	Website - where statement can be read	Observational Setting	Date of observation	Supervisor Initials
Statement 1		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		
Statement 2		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 7 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities

Setting 2

ASSIGNMENT 20% - See 6C21518 - Sociology and Social Policy - Assessment Brief page 6

Learner's Name: _____ *unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner will critique the child safe-guarding statement

	Website - where statement can be read	Observational Setting	Date of observation	Supervisor Initials
Statement 1		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		
Statement 2		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		

Monitor's Name:		Monitor's Signature:		Date:	
Learner's Name:		Learner's Signature:		Date:	

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 11 - Part 8 - Verification of Mandatory Activities (Stage 2, Level 6)

Verification of Mandatory Activities

Setting 1 or 2

PROJECT 60% - See 6C21521 - Inclusive Early Learning and Care - Assessment Brief page 4

Learner's Name:

*unsuccessful completion triggers use of the Amended Grade Form resulting in an unsuccessful grade

The learner will use the checklist to identify barriers to inclusion in a chosen setting and brief exploration of barriers to inclusion with stakeholders

	Exploration of barriers to inclusion with stakeholders	Observational Setting	Date of observation	Supervisor Initials
Reflection of Inclusion Checklist - Cultures		<input type="checkbox"/> (0 to 2 years 8 months) <input type="checkbox"/> (2 years 8 months to 6)		
Reflection of Inclusion Checklist - Policies				
Reflection of Inclusion Checklist - Practices				
Develop Quality Improvement Plan				

Monitor's Name:

Monitor's Signature:

Date:

Learner's Name:

Learner's Signature:

Date:

Activity 1: Inclusion of Students with SEN: A Checklist

This list should help you identify barriers to inclusion that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of inclusive practices in your school.

Section 1: Creating Inclusive Cultures

	Question	Agree	Disagree	Unsure
1.	Everyone is made to feel welcome.			
2.	Students help each other.			
3.	Staff and students treat one another with respect.			
4.	There is partnership between staff and parents.			
5.	There are high expectations for all students.			
6.	Staff, BOM, students and parents share a philosophy of inclusion.			
7.	Students are equally valued.			
8.	Staff seeks to remove barriers to learning and participation in all aspects of the school.			
9.	The school strives to minimise all forms of discrimination.			
10.	Difference amongst the school community is celebrated.			

Section 2: Producing Inclusive Policies

	Question	Agree	Disagree	Unsure
11.	The school seeks to admit all students from the locality/ feeder schools.			
12.	The school makes its buildings physically accessible to all people.			
13.	All new students are helped to settle into the school.			
14.	The school arranges teaching groups so that all students are valued.			
15.	Support for students with SEN is co-ordinated.			
16.	Staff are given opportunities to participate in professional development that will support teaching of students with SEN.			
17.	All school policies are inclusive policies.			
18.	Staff are aware of their responsibilities under current legislation in relation to the education of students with SEN.			
19.	Barriers to attendance are minimised.			
20.	Bullying is minimised.			

Section 3: Evolving Inclusive Practices

	Question	Agree	Disagree	Unsure
21.	Teaching is planned with the learning of all students in mind.			
22.	Students with SEN are actively encouraged to participate in lessons.			
23.	Students are actively involved in their own learning.			
24.	Students learn collaboratively.			
25.	Teachers use a variety of teaching styles- scaffolding, modelling, peer tutoring, active learning, co-operative group work.			
26.	Teachers use a variety of alternatives for recording- writing, tape, drama, use of ICT, discussion and feedback			
27.	Teachers plan, teach and review in partnership.			
28.	The role of the SNA in the classroom is clearly defined and known to all.			
29.	All students, including those with SEN are encouraged to participate in extra-curricular activities and activities outside the classroom.			
30.	Staff expertise in the area of SEN is fully utilised.			

Adapted from Booth, T. & Ainscow, M (2002): Index for Inclusion

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care



Section 4: Priorities for Development

Objectives	Action Required	By Whom	By When	Resources Needed	Success Criteria

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Professional Practice Placements in Early Learning & Care

ELC Form 12 - Grading the Professional Competencies (MIPLOS) - Stage 2/Setting 1 & 2)

Grading the Professional Competencies (MIPLOS)

Has the learner been evaluated as "competent" in all of the competencies at least once across the two placement settings?

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.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

Work-Based Assessment (Stage 2/Setting 1 & 2)

Learner' Name:						
Competencies	Competency	Comments - Indicate where observed setting 1 or 2	Date	Supervisor Initials	Monitor Initials	Learners Initials
MIPLO 1: Analyse a range of psychological, sociological and learning theories and perspectives in child development.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 2: Utilise child development observations and assessments to promote the holistic development of Child/Children in the ELC setting.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 3: Examine how social policy and social systems both nationally and internationally impact on the collective rights of children and their families	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 4: Contribute to development and implementation of a range of policies, procedures and practices consistent with legislative and regulatory requirements to ensure continuity of experiences for children across a variety of childcare settings.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 5: Lead curriculum planning, implementation and review to include a range of inclusive activities and experiences both child-led and adult-initiated in line with national frameworks and best practice guidelines	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 6: Utilise inclusive play opportunities in both indoor and outdoor environments to promote children's holistic development	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 7: Lead various types of inclusive creative arts experiences for children through different mediums to promote children's holistic development.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

MIPLO 8: Implement principles and practices of holistic health, care, well-being and safety of all children, informed by national & international guidelines and best practice, in the ELC environment.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 9: Facilitate and promote effective communication and teamwork in partnership with stakeholders in the ELC environment.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 10: Promote collaborative, ethical, inclusive work practices with all stakeholders.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 11: Explore the significance of the supervisory and leadership role to promote best practice and professionalism in Early Learning and Care setting.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
MIPLO 12: Engage in reflective practice to inform personal and professional development and practice of self and others.	<input type="checkbox"/> Competent <input type="checkbox"/> Not-yet Competent	<input type="checkbox"/> (0 to 2 years 8 months), <input type="checkbox"/> (2 years 8 months to 6)				
Sign Off Section						Date
Supervisor's Signature (Setting 1)						
Supervisor's Signature (Setting 2)						
Monitor's Signature						
I attended the Tripartite meeting and have received feedback on the competencies; <input type="checkbox"/> Yes <input type="checkbox"/> No						
Learners signature						

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 13 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 1

Two Work Placement Supervisor Reports

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.

This report forms an important part of the Skills Demonstration for module ELC5005 Level 5 Professional Practice Placement in ELC. This report is worth up to 10 marks of the module. This a mandatory module of the 5M2009 Early Childhood Care and Education Major Award.

It will be completed by the Work Placement Supervisor who has observed the learner during their professional practice placement. The Assessor(s) must indicate the learner's performance by placing a tick for each of the criteria. 'Excellent' will only be used where the learner has demonstrated outstanding performance.

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Professional Practice Placements in Early Learning & Care

Part 3 - Professional Practice Placement Supervisor's Report Setting 1 - ELC Form 10

You must submit 2 work placement supervisors reports - one report for each placement setting.

Level 6 ELC6005 Advanced Professional Practice – Work Experience Placement Supervisor's Report

Learner's Name	Centre/School Name	Tel. No	No. of Hours Worked
	Forus Training		
Organisation/Company Name	Supervisor's Name	Supervisor's Email	Supervisor's Tel. No.

This report forms an important part of the Skills Demonstration for certification of QQI L6 Early Childhood Education and Care Major Award and is worth up to 10 marks of the Work Experience module.

It should be completed by the Work Placement Supervisor who has observed the learner during their work experience placement. The Assessor(s) must indicate the learner's performance by placing a tick for each of the criteria. 'Excellent' should only be used where the learner has demonstrated outstanding performance.

Criteria	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	Further Comments
SECTOR SPECIFIC COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	<ul style="list-style-type: none"> • Learner strengths • Areas of improvement /training to consider • Constructive Feedback • Please use an additional sheet if needed and use the number to identify the competency.
<p>The competencies listed below will be specific to some Learners but not to all. Please only complete where appropriate and relevant to the Learners work experience placement. Learners are not expected to complete 100% of competencies. Learners can use the 'Comments' section to reflect on their learning under the Supervisor's guidance</p>							
1. Appropriately assisted children with eating, washing hands, personal care routines where appropriate.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

2. Demonstrated ability to support children with care routines while maintaining dignity, respecting independence and privacy and enhancing positive self-image							
3. Interacted positively and appropriately with children to support their individual needs and interests.							
4. Interacted positively and appropriately with other team members.							
5. Interacted positively and appropriately with other stakeholders: parents, board members etc.							
6. Exhibited an interest and understanding of Aistear and Síolta.							
7. Contributed in discussions on planning activities or curriculum ideas based on children's interests.							
8. Exhibited genuine interest, skills and dispositions appropriate to working autonomously in a supervisory role in the ELC sector.							
The competencies listed below are core competencies. It is expected that the Supervisors will provide the comments/evaluation on each area. Learners must not complete these areas.							
	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	
CORE COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	
<i>Engages in advanced practices of professionalism</i>							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

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.							

Signed by Supervisor: _____ Date: _____

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 14 - Practice Placement Supervisor's Report - Sector Specific Competencies Setting 2

You must submit 2 work placement supervisors reports - one report for each placement setting.

Level 6 ELC6005 Advanced Professional Practice – Work Experience Placement Supervisor's Report

Learner's Name	Centre/School Name	Tel. No	No. of Hours Worked
	Forus Training		
Organisation/Company Name	Supervisor's Name	Supervisor's Email	Supervisor's Tel. No.

This report forms an important part of the Skills Demonstration for certification of QQI L6 Early Childhood Education and Care Major Award and is worth up to 10 marks of the Work Experience module.

It should be completed by the Work Placement Supervisor who has observed the learner during their work experience placement. The Assessor(s) must indicate the learner's performance by placing a tick for each of the criteria. 'Excellent' should only be used where the learner has demonstrated outstanding performance.

Criteria	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	Further Comments
SECTOR SPECIFIC COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	<ul style="list-style-type: none"> Learner strengths Areas of improvement /training to consider Constructive Feedback Please use an additional sheet if needed and use the number to identify the competency.
<p>The competencies listed below will be specific to some Learners but not to all. Please only complete where appropriate and relevant to the Learners work experience placement. Learners are not expected to complete 100% of competencies. Learners can use the 'Comments' section to reflect on their learning under the Supervisor's guidance</p>							
9. Demonstrated understanding of the correct procedures for cleaning procedures.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

10. Demonstrated understanding of the correct procedures for infection control procedures.							
11. Contributed to the maintenance of safe and hygienic environments.							
12. Appropriately assisted children with eating, washing hands, personal care routines where appropriate.							
13. Demonstrated ability to support children with care routines while maintaining dignity, respecting independence and privacy and enhancing positive self-image							
14. Interacted positively and appropriately with children to support their individual needs and interests.							
15. Interacted positively and appropriately with other team members.							
16. Interacted positively and appropriately with other stakeholders: parents, board members etc.							
17. Exhibited an interest and understanding of Aistear and Síolta.							
18. Contributed in discussions on planning activities or curriculum ideas based on children's interests.							
19. Exhibited genuine interest, skills and dispositions appropriate to working autonomously in a supervisory role in the ELC sector.							

The competencies listed below are core competencies. It is expected that the Supervisors will provide the comments/evaluation on each area. Learners must not complete these areas.

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

	Excellent	Very Good	Good	Satisfactory	Un-satisfactory	Unable to Assess	
CORE COMPETENCIES	2.5 Marks	2 Marks	1.5 Marks	1 Mark	0.5 Marks	0 Marks	
Punctuality , e.g., Arrives at work on time. Promptly returns from lunch and breaks. Completes the day scheduled. Meets deadlines for tasks							
Personal presentation as appropriate to the vocational area (ECEC) , e.g., Appropriately dressed for work. Meets relevant hygiene standards. Appropriate posture for work, where relevant.							
Compliance with health, safety and other regulations , e.g., Shows knowledge of relevant regulations and reporting requirements. Dresses appropriately, e.g. hard hat, non-slip soles, etc. Demonstrates safe and hygienic practices and routines, e.g. handwashing. Safe operation of machinery and equipment.							
Working independently while under general direction , e.g., Demonstrates initiative. Follows instructions carefully. Seeks clarity when needed from the appropriate person. Adheres to instructions while completing tasks. Fully completes tasks assigned. Seeks additional work once assigned tasks are completed.							
Good practice appropriate to the vocational (ELC) area , e.g., Uses good practice in carrying out tasks. Demonstrates ability to carry out key skills associated with the vocational area. Shows interest in the work and willingness to learn.							

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

<p>Effective interpersonal communication skills as appropriate to a supervisor or room leader in the vocational (ELC) area, e.g., Speaks clearly. Interacts appropriately and in a professional manner with children, parents, supervisor, co-workers, family members and other members within the multidisciplinary team. Demonstrates effective listening skills. Receives feedback in a positive manner.</p>							
<p>Effective technical/written communication skills as appropriate to the vocational area, e.g., Uses appropriate communication skills for assigned tasks. Demonstrates effective use of technological communication skills where relevant (e.g. email, SMS, appointment systems, online record cards) <i>and/or</i> effective written communication skills where relevant (e.g. reports, forms).</p>							

Signed by Supervisor: _____ Date: _____

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 15 - Grade Adjustment Form (Administration)

Part 5 - Stage 2 - Grade Adjustment Form - For Administration Only - ELC Form 12

To be completed by the monitor following the second placement assessment (Part 2).
This form must be returned to the trainer at Forus Training.

Learner's Name:		
Has the learner been evaluated as competent in each of the competencies at least once across the two placement settings?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, the learner is awarded 40% If no, the learner is awarded 0% (Successful / Unsuccessful criteria)	Insert result here:	
Did the learner complete the required 150 hours of placement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Monitor Signature:		Date:

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations

Professional Practice Placements in Early Learning & Care

ELC Form 16 - Checklist for monitoring Professional Practice Placements

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.

Checklist for monitoring Professional Practice Placements

Learner name:		
Placement Provider		
Part A		
The Host Organisation currently registered as a service provider with Tusla?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the Host Organisation 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?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the Host Organisation assign a suitably qualified practice placement supervisor to take responsibility for the learner and their assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Part B - To be discussed with learner		
Did the Host Organisation provide the learner with the opportunity to;		
Observe experienced practitioners and reflect on those observations?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Integrate theory and practice?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Apply knowledge and practice?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Engage in self-reflection and self-evaluation of their own practice and engage in conversations with more experienced practitioners around their practice?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
This setting is recommended for future practice placements	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Monitor's Signature		

Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 17 - Child Observation Permission Form

The purpose of this form is to provide the learner with consent to carry out observations of children as part of their assessment.

Section 1: Activity Details PLEASE USE BLOCK CAPITALS

Day/date(s):	<input type="text"/>	Location:	<input type="text"/>
Type of activity/what the child or young person will be doing:	<input type="text"/>		

Section 2: Learner

Name:	<input type="text"/>	Course Title:	<input type="text"/>
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Section 3: Child and Guardian Details

Childs Name:	<input type="text"/>
Guardian's Name:	<input type="text"/>
Email::	<input type="text"/>

- All information and personal data provided to Forus Training will be treated as confidential.
- Access to the data related to this child observation permission form is limited to the Certification department, the assessor trainer, the designated cross-moderator (where applicable), the external examiner(where applicable)..
- Once the coursework has been certified, the evidence will be securely destroyed after a maximum period of six months once the learner has achieved certification for the module of learning named above.
- Important: **No photographs of children's faces are to be submitted as part of the assessment.**

Section 4: Parental Consent

Signed:	<input type="text"/>	Date	<input type="text"/>
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Professional Practice Placement Handbook ELC - Academic Teams and Host Organisations



Professional Practice Placements in Early Learning & Care

ELC Form 18 - Learner Feedback Form for Professional Practice Placements

To be completed by the Learner regarding the practice placement.

Learner Feedback on Professional Practice Placements				
Learner Name:				
Host Organisation				
Part A				
Were you provided with adequate pre-placement information and reading?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Was there an adequate orientation and induction process?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Were the facilities and resources made available to you satisfactory?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Was your Host Organisation familiar with how the practice placement is managed and organised?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Was your role and the Supervisor's role discussed so that there was a clear understanding of their needs and expectations?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Did your supervisor provide regular feedback to you on the progression of your learning?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Did your supervisor provide adequate learning opportunities for you to practice within your abilities in the practice context?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Was an effective and non-threatening teaching relationship established that was collegial and respectful to both you and your supervisor?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Did your supervisor facilitate reasonable accommodations/additional support if applicable?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Did your supervisor make contact with your Trainer/Mentor in a timely and appropriate manner to address queries and concerns	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Were you and your supervisor supported in accessing quality support from the Trainer/Mentor as and when required	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Did your supervisor complete and sign a halfway report and the final report	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Overall how would you rate this placement?	<input type="checkbox"/> Very Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Not Sure
Would you recommend this setting for future practice placements?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Learner's Signature			Date	

If you are making amendments to this policy, once reviewed by the Quality Assurance and Academic Governance Council, please publish it again at this link:

<https://my.forustraining.ie/wp-content/uploads/2023/06/P7-Professional-Practice-Placement-Handbook-ELC-Academic-Teams-and-Host-Organisations.docx.pdf>