



Learner - Professional Practice Placement Handbook

Early Learning and Care Programmes

Level 5 Certificate in Early Learning and Care Level 6 Advanced Certificate in Early Learning and Care

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Placement Introduction

How does a practice placement fit into my course?

Professional practice placements are a crucial part of the Early Learning and Care programme Stages 1 and 2. These placements will allow you to gain practical experience by working alongside experienced professionals. You will have the guidance of a dedicated supervisor while on work placement. Through practice placements you can;

- Apply the theory you've learned in class to practice,
- Observe and learn in a real early learning and care environment,
- Develop into a reflective practitioner by gaining insights into future career pathways.
- Facilitate the development of sought-after professional skills desired by potential employers in the ELC sector.
- Expand your understanding of specific ELC settings, employers, or ELC job roles.
- Provide an opportunity to apply your academic knowledge in a practical work setting.
- Inspire ideas and insights for potential your future career path.

Practice placements are central to your Early Learning and Care (ELC) journey, forming a core part of the programme, with five of the six Level 5 modules requiring access to a placement. In the case of the Children's Rights, Legislation and Regulation module, successful completion is a prerequisite for professional practice placement and includes the completion of the Children First E-Learning programme.

Placements take place in "Host Organisations" - these organisations are vetted for their suitability as a workplace learning environment for you. Successful professional practice relies on a partnership between the Host Organisation, your Supervisor within the host organisation, you, and Forus Training. As part of your course you will gain insight on securing a placement.

You must complete 300 hours of professional practice placement across the two stages of the Early Learning and Care programme - 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 directly 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 group of children, the final 50 hours can be spent with either age group of children. We strongly advise you to choose an ELC setting that also provides services for babies under the age of one as this gives you valuable experience with this age group.

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Placement Preparation and Process

As a Learner with Forus Training, you are responsible for researching, identifying and contacting a potential practice placement opportunity. Your Trainer and the Forus Training support team are also available to help with suggestions and initial contacts with ELC providers and related organisations.

Once you have identified a potential ELC placement, you will not officially be considered as being on placement until all relevant documentation has been completed and approved by Forus Training.

Some ELC organisations may ask for a CV (Curriculum Vitae) as part of the pre-placement process. Therefore, you are encouraged to either initiate or update your CV prior to approaching an ELC setting and your Trainer can provide you with guidance in this area.

For all Learner Placements, Learners should be aware that the following steps must be followed, in line with Forus Training's [policy for Learner Placement](#)/ Work Experience:

- 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

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Approval of a Placement with the Host Organisation and Forus Training

Once you have secured placement, you will need to fulfill the mandatory requirement of completing the Professional Practice Placement Arrangements Form, which is the formal paperwork involving three parties: yourself, Forus Training, and your ELC placement provider. It is essential that you carefully review the Professional Practice Placement Arrangements Form and familiarise yourself with the roles and responsibilities of each party involved in the arrangement.

It is important that you read the Professional Practice Placement Arrangements Form carefully. This form details the role of your supervisor and the host organisation.

You will be required to provide Forus Training with this information to enable us to process and obtain approval of the placement.

Forus Training will also conduct an inaugural visit to verify the suitability of the placement setting as the placement must:

- Fulfill the academic criteria specified in your ELC placement module (stage 1 or 2, as appropriate).
- Provide a realistic placement opportunity which is aligned with the learning objectives of your programme.
- Offer meaningful work assignments at a junior professional level, allowing you to face challenges and acquire new professional skills. Although there may be occasional routine tasks like photocopying or filing, they should not be the primary focus of your role.
- Assign you a Placement Supervisor who will guide and support your professional growth in the workplace.
- Ensure a safe working environment that adheres to the Forus Training's health and safety regulations, together with related ELC regulations.

“
Determine what you want to achieve during your placement. Whether it's acquiring new skills, building professional connections, or gaining industry knowledge, having clear goals will help you stay focused and make the most of your time.
”



EMMA O'BRIEN
@forustraining

Maintain a positive mindset

It's natural to feel slightly nervous moving from a study setting into a workplace situation. Your Trainer and your Placement Supervisor will support you in this but it's important that you focus on your work placement and don't let your private life or outside concerns impact this experience. Also, take a positive attitude, showing respect and courtesy for others, plus a willingness to contribute to the Host Organisation's success. your trainer will act as your mentor on your placement. If you have any concerns or queries during your placement please reach out to your trainer at the email provided at the start of your course.

Professionalism

This is a professional practice placement so you must act accordingly. You must conduct yourself professionally in all your dealings with the Host Organisation, its customers and stakeholders, remembering that your behaviour also reflects on Forus Training as your training provider. In addition, you should:

- Conform with all workplace regulations and practices, including those relating to Safety and Health, maintain confidentiality and respect professional standards at all times.
- Dress and behave appropriately as this is a workplace setting.
- Demonstrate good attendance and punctuality, informing the Host Organisation if you are unable to attend at any time.
- Use the placement as an opportunity for personal and professional development. Also, complete any academic assignments that arise during the placement.

You must also complete your child protection training (see *Children First E-Learning Programme*) prior to commencing placement.

Learners with additional needs

If you have additional needs then you are required to inform Forus Training, identifying yourself as a person with specific needs and requesting the provision of support services that best meet these needs. Ideally you will have done this prior to commencing the programme - or within four (4) weeks prior to any assessment event. So If you feel you have additional needs or a long term health condition please make your Trainer/Mentor aware.

Your Trainer/Mentor will be able to give you advice on making reasonable adjustments at interview and in the workplace and talking you through when to positively disclose disability. If you require specialist equipment to support you on placement you may be eligible to apply for funding towards this. We want to ensure all our learners can enjoy a safe and inclusive placement so please get in touch with us to let us know how we can support you.

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Insurance

Forus Training provide insurance arrangements for your work placement through our provider (J.J. Flood & Sons) with a limit of indemnity of €6.5million. Cover is subject to the insurer's policy terms, definitions, extensions, exclusions, conditions and endorsements. A letter will be provided to you by Forus Training via email for you to share with the Host Organisation.

Garda Vetting

It is important that you understand that all learners must undergo [Garda Vetting](#) prior to approval for placement. The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 ("the Act") provides a statutory basis for the vetting of people carrying out relevant work with children or vulnerable persons.

The Act requires that a relevant organisation shall not permit any person to undertake relevant work or activities on behalf of the organisation, unless the organisation receives a vetting disclosure from the Garda Síochána's National Vetting Bureau in respect of that individual. It is an offence under the Act in failing to comply with its provisions.

All host organisations will carry out Garda Vetting Clearance on all new employees / those on work experience where their role is engaged in relevant work. Garda Vetting is conducted on behalf of registered organisations only and is not carried out for individuals on a personal basis. Forus Training can assist you in applying for the Garda Vetting process. You are required to come into our office to verify your photo ID or any other way you wish i.e. using Zoom call etc. - if you want to be on zoom you can book a meeting with us [here](#).

We have an agreement with an organisation to process Garda Vetting applications on your behalf (this may help you with the placement process as the ELC setting may look favourably on you having undergone this vetting process beforehand). However, please note that you will ultimately have to be Garda vetted for each placement through that named Host Organisation.

Starting your Placement

The most important thing to remember is that when you are out on placement you are working with the Host Organisation but you will still be a Learner of Forus Training. This means that you have a responsibility to act professionally towards both Forus Training and your Host Organisation at all times as you are an ambassador for us.

Your placement is an integral and assessed part of your professional qualification and you will therefore be expected to successfully complete assessments in connection with your placement to demonstrate your learning. Details of the specific assignments that you will undertake during your placement module will be provided by your Trainer and will enable you to meet the following module learning outcomes:

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

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

| Level 5 - Professional Practice Placement in Early Learning and Care MIPLOs / Minimum Intended Programme Learning Outcomes | 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% |

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Minimum Intended Programme Learning Outcomes for 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 MIPLOs / Minimum Intended Programme 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 |

What happens if I do not pass my Practice Placement?

Your placement is assessed on a Unsuccessful/Pass/Merit/Distinction basis and so counts towards your final award grade within the programme. Forus Training will support you so that you can make the most of your practice placement. However if you are not successful in passing the placement or you need to leave the placement for some reason you may need to revisit this part of the programme so you must discuss this with your Trainer to agree a suitable plan. In order to pass this course, **Learners must pass the professional practice placement element of the programme before an award can be made.**

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Placement Supervision

While you are on placement with your Host Organisation you may receive regular contact with your Trainer/Mentor who will refer you to the appropriate sources of advice if you encounter a problem.

Forus Training will complete a minimum of two placement site visits in person not by telephone, email or zoom, comprising of:

- An inaugural to verify the suitability of the placement setting; and
- A follow-up visit to observe the Learner in the placement setting called a tripartite meeting. The tripartite meeting will involve you, the Host Organisation and your Trainer/Mentor.

The tripartite meeting is scheduled once you are at least half-way through your placement. Your Trainer/Mentor will contact the supervisor to arrange a suitable date and time for the meeting.

An additional tripartite meeting can be virtual provided there have been two previous visits to assess suitability of the placement and meet you in the placement practice setting.

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

Your Trainer/Mentor will keep in regular contact with your Host Organisation to ensure your placement is progressing satisfactorily.

Your Trainer/Mentor will also advise and support you on all issues relating to academic assessments and will refer you to the appropriate sources of advice if you encounter a problem while you are on placement.

You will be in regular contact with your named placement supervisor who works in the Host Organisation who will support your work-based learning and development and help you manage your day-to-day workplace issues.

“
Make sure if you are assigned a task and complete it - relay back to the person that you have finished, and let them know that you are free to be assigned another task - this will set you apart as being happy to help
”



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The Tripartite Meeting has two parts;



- 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** and evaluate their own progress towards achieving the competencies,
- The learner is required to demonstrate each competency at least once across the two settings,
- In **Part 1** of the tripartite meeting the supervisor, monitor and learner will review the learner's progress over the course of the placement to date and check the number of hours placement the learner has completed. They will check that mandatory activities have been undertaken and verified. The trainer/mentor and the supervisor, in consultation with you, will evaluate if the learner has or has not-yet demonstrated the competencies set out in the **Professional Practice Placement Supervisor's Report**.
- The learner will have the opportunity to communicate their feelings about the placement and the learning opportunities offered.
- The supervisor will have the opportunity to discuss the learner's performance and to acknowledge progress and strengths and identify any support needed
- **Part 2** of the meeting will provide an opportunity for the monitor and the learner to review the meeting and agree action plans
- The monitor will keep a record of the outcomes of the meeting. Follow up to the tripartite meeting, if required, can be by phone, email, virtual meeting or face-to-face meeting.

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Health and Safety in the Workplace

During the first few days on your work placement you will receive an induction covering the Host Organisation's health and safety policies alongside Human Resources and other regulatory practices (e.g., TUSLA) in the workplace. These procedures will cover a wide scope of areas providing information on who to contact if you are too ill to come to work, how to report an accident in the workplace and what you may or may not do in the working environment.

All procedures are in place to keep everybody as safe as possible; therefore, do not disregard these policies even if you think they may be overly cautious. It is the Host Organisation's responsibility to provide this information. If you do not receive this you should ask your Placement Supervisor for the information. Remember that Health and Safety issues do not just relate to your workplace so you should think about your personal safety, e.g. , your journey to/from work, accommodation, and even your experience of social time.

Support and Communication during your Professional Placement

During your placement, there should be ongoing and regular three-way communication between you, your Trainer/Mentor and the Host Organisation.

Contact information for your Tutor / Monitor will be shared with you at the start of your course. You can contact Forus Training directly at support@forustraining.ie. If you have issues relating to pre-placement requirements for both Learners and Host Organisations around practical issues relating to Garda vetting, pre-placement online training (Children First, GDPR) please contact your Trainer

Common Issues faced by Learners on Practice Placement and how to resolve them:

Not having enough work to do - *"It stressed me out when I was not sure what to do next. I was aware of how busy my Supervisor was and I tried not bothering them".*

Solution: Never be afraid to contact your Supervisor. They are here to help, support and guide you through this journey and are happy to do so!

IT problems were also very stressful - *"Poor internet connection, not being able to set up on the printer (still waiting in the queue), not being able to download email or whatsapp on the phone etc".*

Solution: Google the issue. Take note of the make / model of the device you are using to aid your search. You can also contact support@forustraining.ie to notify us and seek help with these issues.

Not having much shadowing opportunities - *"I'm not getting a chance to watch my Supervisor in her work"*

Solution: The support of practice teachers was consistently reported as one of the largest contributions to why students enjoyed and excelled in their practice placements. Try to be an active participant while on Practice Placement. Get stuck in and offer to help and apply your knowledge and skills. Your confidence will build once you interact. It is to be expected to feel like an outsider for the first week or so. Take notes and be observant and show an interest.

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Documentation - *“The thing I enjoyed least about placement was the documentation of everything”.*

Solution: Many people find paperwork, filling out forms, writing up minutes, challenging this can be difficult if all the forms are new to you. Ask your supervisor to show you an example of one completed already. Ask for help and guidance where you are not sure. There is often a policy in place to guide you in completing paperwork.

Loss of drive / enthusiasm - *“I found myself getting ran down due to working five days in in a setting and weekends in my job. This made me struggle finding enthusiasm and drive near the end of my placement”.*

Solution: It is normal to feel overwhelmed or burnout at work. Small steps can help reduce this like making lists of tasks expected of you, tidying up your working environment, communication with co-workers / peers, setting some new achievable goals and recognising small personal achievements that can be easily overlooked. Placement can be a challenge so be proud of the journey you have taken!

My Supervisor is sick / absent and not available to me

Solution: In this case make contact with your Trainer / Monitor. Each Host Organization will have a nominated contact that your Trainer will liaise with to find you an alternative Supervisor. If an alternative Supervisor is not available this may mean that your practice placement will need to be continued at another early learning and care setting. The important thing is to make contact with your Trainer as soon as possible to flag this.

I have extenuating circumstances and cannot attend my placement

Solution: Forus Training has a [Compassionate Consideration Policy](#) should such situations occur.

An example of certain circumstances;

- Medical reasons, in cases where the learner has been absent due to illness/injury/severe accident and has submitted a medical certificate covering a substantial proportion of the time allowed for completion the assessment question,
- A physical injury or emotional trauma during a period four to six weeks previously,
- A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness of the learner,
- Recent bereavement of close family member or friend,
- Personal domestic crisis,
- Terminal illness of a close family member,
- Other extenuating circumstances.

Compassionate Consideration will be extended to you in these circumstances.

Your placement will be monitored by your Trainer/ Mentor to ensure you are achieving your Stage 1 and 2 learning objectives and to address any concerns or issues.

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During your placement we expect you to;

- Conduct yourself professionally in all your dealings with your employer and external organizations as your conduct can have an impact on Forus Training's reputation.
- Abide by all workplace regulations and practices set by your employer, including those related to health and safety, absence management, and confidentiality.
- Demonstrate good attendance and punctuality. Promptly inform both your Trainer and the Host Organization of any absences from the workplace if you are unable to attend work.
- Dress and behave appropriately for the workplace, ensuring that your attire and conduct align with professional standards. Wear appropriate safety clothing and follow the provided health and safety procedures.
- Take advantage of all reasonable opportunities for personal and professional development during your placement. This includes checking your email account regularly and responding to all communications from your trainer/mentor to arrange suitable times for workplace visits.
- Notify your trainer of any problems that may prevent successful completion of the placement as soon as possible,
- Complete any academic assignments set by your trainer within the specified deadlines.
- Attend the workplace on the designated days, as agreed upon with your Workplace Supervisor, and adhere to the rules and regulations of the Host Organization.
- Cooperate with the Host Organization in meeting their duty of care and ensure that your behaviors do not jeopardize the health and safety of fellow workers or others. Abide by all workplace regulations and practices of your employer including those relating to health and safety absence management and confidentiality,
- If you have any grievances or disputes with your Workplace Supervisor or the host organization, notify your Trainer promptly. It is essential to continue adhering to Forus Training's rules regarding appropriate conduct throughout your placement.
- By following these guidelines, you can maintain professionalism, contribute positively to Forus Training's reputation, and make the most of your placement experience.
- You must 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.
- You must understand that I am responsible for my transport to and from the workplace.
- For further information on what is expected of you, please refer to the [Learner Agreement](#) in the Appendix

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Step 5: Feedback and Debrief Post-Placement

After completion of your Placement, both you and the Host Organisations are required to provide feedback to your trainer/mentor on your Learner Placement experience.

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 | |

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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:

Continuous assessment, including:

- Assignment
 - Child study
 - Portfolio
 - Reflective journal
 - Scenario-based case study
 - Case study
- Project
- Skills demonstration
- Examination
- Work-based assessment.

Some of the assessments rely on experiences and activities carried out while you are on professional practice placement. The activities are called mandatory activities. Where you engage 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

You are 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). You are 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 per setting**

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- 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 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., 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 (ECEC) 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 (ECEC) 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

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- Leads on the delivery of good practice informed by current legislation, regulations and National frameworks.

Assessment of work-based competencies

You are 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)

You 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 your work is assessed as 'Not Yet Competent' in the Work-based Assessment, and you achieve 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.

Be curious and eager to learn. Don't hesitate to ask questions when you need clarification or seek additional information. Curiosity demonstrates your interest and engagement, and it can lead to valuable learning opportunities.



LISA O CONNELL
@forustraining

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 encourage 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 settings. These settings will include working directly with children aged between 0 and 2 years 8

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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.

“
Actively seek feedback from your supervisors and colleagues. Regularly check in with them to discuss your progress and areas for improvement. Constructive feedback will help you grow professionally and make adjustments to excel in your role.
”



NANCY POYNTON
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Appendices

Appendix 1 - Professional Practice Placement Agreement

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 type="text"/> | Surname: | <input type="text"/> |
| Phone Number: | <input type="text"/> | | |
| Programme Title: | <input type="text"/> | Location: | <input type="text"/> |
| Trainer Name (Professional Practice Placement Monitor): | <input type="text"/> | Phone Number: | <input type="text"/> |
| Emergency Contact of Learner Name | <input type="text"/> | Phone Number: | <input type="text"/> |
| Programme Start Date: | <input type="text"/> | Finish Date: | <input 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 type="text"/> | Telephone: | <input type="text"/> |
| Organisation Address: | <input type="text"/> | | |
| Eircode: | <input type="text"/> | Organisation Email: | <input type="text"/> |
| Workplace Contact Person: | <input type="text"/> | Supervisor: | <input type="text"/> |
| Activities the Learner will undertake: | <input type="text"/> | | |
| Professional Practice Placement Hours from | <input type="text"/> | AM/PM | to <input 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"/> | | |

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From commencement date

To completion date

Total Number of Hours

Section 3: Employer Acknowledgement (Employer to sign)

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

1. 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
2. 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.
3. Assign a member of the ELC team to be the professional practice placement supervisor for each learner in each setting.
4. Ensure the supervisor will be suitably qualified at an NFQ level above that of the learner being supervised or have appropriate experience/alternative qualifications.
5. Put in place alternative supervision arrangements without delay and inform the learner of the new arrangements if the supervisor becomes indposed.
6. Provide the learner with access to all relevant policies and procedures that are to be followed.
7. Specifically, make the Professional Practice Placement candidate aware of any policies and procedures that relate to child / vulnerable adult protection.
8. 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.
9. 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).
10. 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.
11. 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.
12. 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.
13. 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.
14. Recruitment screen the applicant (including interviews, reference checking), child protection procedures, etc. to be implemented along with Garda Vetting.
15. Ensure that the Professional Practice Placement is undertaken in a non-discriminatory and harassment free environment.

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16. 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.
17. 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.
18. Ensure that the maximum number of learners in the workplace does not exceed one learner for every three employees.
19. 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.
20. 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.
21. 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.
22. 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

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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;
- 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.

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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.

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.

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- 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;

- 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.

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- 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:

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

| 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. |

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

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-Learners.docx.pdf>