6.4 Module 4   Professional Practice

6.4.1 Headline information about the module

Module title	Professional Practice
Module NFQ level	8
Module number/reference	6
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Arts in Drama Education (HDDE)
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Part-time
Entry requirements (statement of knowledge, skill and competence)	Applicants are required to have successfully completed a degree at NFQ level 8. Learners are additionally required to have completed Grade 10 examinations in speech and drama either with the college's Leinster School of Music and Drama or with another nationally or internationally accredited examination body. Mature applicants with equivalent professional experience may also apply for consideration. All applicants are met in advance of their enrolment by the programme team to ensure the suitability of the programme to the learners' needs.
Pre-requisite module titles	N/A
Co-requisite module titles	Preparing the Performer, The Creative Process, Pedagogy and Teaching Placement, Psychology of Teaching and Learning, Application of the Creative Process.
Is this a capstone module? (Yes or No)	N/A
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturers are expected to hold at least a level 8 legal qualification, preferably with an educational or performance background. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College
Maximum number of learners per centre	20
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	3

Module-specific physical resources and support required per centre (or instance of the module)	Lecture room with internet access and digital projector.

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:5	21
Monitoring and small-group teaching		
Other (specify)		
Independent Learning		
Directed e-learning (hours)		2
Independent Learning (hours)		102
Other hours (specify)		
Work-based learning hours of learning effort		
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

6.4.2 Module aims and objectives

This module introduces learners to a set of practical tools to support them in their business. The objective is to inform the learner of best practice from a number of perspectives including health and safety, child protection, and SME management.

6.4.3 Minimum intended module learning outcomes

On successful completion of this module, learners can:
(i) Demonstrate adequate and appropriate child welfare and protection decisions for their business.
(ii) Identify an awareness of safety and health issues for their business.
(iii) Demonstrate the tools and skills required to research their business environment.
(iv) Apply a working knowledge of management practices within an SME.
(v) Discuss the implications of planning in the business environment and its impact on business success.
(vi) Demonstrate knowledge of key marketing realities and challenges facing this sector.

6.4.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module affords the learner an opportunity to develop a practical business overview of their business that includes important aspects to protect both themselves and the learner in a competitive market. The content examines areas including health and safety, child protection, insurance, data protection, copyright and SME management.

6.4.5 Information provided to learners about the module

Learners receive the following resources and materials in advance of commencement: Module descriptor, module learning outcomes, class plan, assignment and presentation briefs, assessment strategy, reading materials, notes etc.

Additionally, this material is available through Moodle, the College Virtual Learning Environment, along with other relevant resources and activities.

6.4.6 Module content, organisation and structure

This practical module requires learners to consider aspects of running a business and to reflect on various policies, practices and procedures that not only protect themselves and their learners, but also contribute to a successful career.

The learners completing this programme are studying on a part-time basis, and the delivery of the content reflects this.

- Topic 1 Child Safeguarding and Welfare
    - Legal obligations or educational organisations and youth workers
    - Forming and developing child protection policy for the organization
    - Recording and reporting procedures including data protection
    - Minors and vulnerable adults
    - Recruitment and selection of staff
    - Induction, training, and developing safe practices.

- Topic 2: Health and Safety
    - Fostering a culture of health and safety in an educational environment
    - Mental health and mindfulness
    - The legal aspect of health and safety in the workplace
    - Risk assessment
    - Manual handling

- Topic 3 SME Management
    - Market research
    - Marketing communications
    - Organisational structure
    - Legal aspects of business
    - Report writing

6.4.7 Module teaching and learning (including formative assessment) strategy

The Teaching and Learning Strategy for the programme is learner-centred. This requires open dialogue and feedback between learners, lecturers, programme directors and administrators. Lecturers encourage questioning and discussion during lectures.

Programme delivery is structured around lectures, problem solving exercises, reflective journals and an assignment. Practical action-based learning coupled with focused assessment is used throughout. The teaching and learning strategy encourages and facilitates initiative, innovation, self-directed learning and self-management.

6.4.8 Work-based learning and practice-placement

As the focus in this programme is on drama education, the Teaching Placement accounts for a very significant element and is the opportunity for the learner to put into practice, the theoretical and practical elements of the various modules. Learners are required to engage in a Teaching Placement of 3 hours per week for the duration of the programme (minimum 75 hours in total) in a setting that is deemed suitable to the course content.

6.4.9 E-learning

Moodle is used to disseminate notes, advice and online resources to support the learners. The learners also have access to lynda.com and dramaonlinelibrary.com as a resource for reference.

6.4.10 Module physical resource requirements

Requirements are for a fully equipped classroom. The rooms equipped with a PC and Microsoft Office, no other software is required for this module.

6.4.11 Reading lists and other information resources

Belch, M. and Belch, G., (2017) Advertising and promotion: an integrated marketing communications perspective. 11th edition. New York, NY: McGraw-Hill Education.
Boddy, D., (2016) Management: an introduction. 7th edition. Harlow, England: Pearson.
Bracken, L. (2018) Child Law in Ireland. Dublin: Clarus Press.
Byrne, R., (2008) Safety, health and welfare at work law in Ireland. 2nd edition. Dublin, NIFAST
Conn, C. (2019) Using Drama with Children on the Autism Spectrum: A Resource for Practitioners in Education and Health. 2 edition. Abingdon, Oxon ; New York, NY: Routledge.
Dyson, J. R. and Franklin, M. E., (2017) Accounting for non-accounting students. 9th edition. Harlow, England: Pearson.
Holt, A. St. J., (2010) The Principles of Health and Safety at Work. Leicestershire; OSH Services Ltd
Mullins, L. J., (2016) Management and organisational behaviour. 11th edition. Harlow, England: Pearson.
O'Kane, B., (2010) Starting a Business in Ireland. Dublin; Oaktree Press
Shire, S. (2019) Entertainment and Media Law in Ireland. Dubin: Clarus Press.
Thill, J.V. and Bovee, C.L. (2016) Excellence in Business Communication, Global Edition. 12th edition. London: Pearson.
Scott, D. M., (2017) The new rules of marketing and PR: how to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly. 6th edition. Hoboken, New Jersey: John Wiley & Sons.

Web resources

Irishstatutebook.ie
Irishstatutebook.ie/eli/2007/si/299/made/en/html

Irishstatutebook.ie/eli/2005/act/10/enacted/en/html
Irishstatutebook.ie/eli/1921/act/30/enacted/en/html
Haslearning.ie/mod/page/view.php?id=40
Has.ie/eng/Education/Managing_Safety_and_Health_in_School/Interactive_RiskAssessment
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Post-Primary
managementhelp.org/plan_dec/str_plan/str_plan.htm#anchor4293674666
tusla.ie/children-first/children-first-guidance-and-legislation/

6.4.12 Specifications for module staffing requirements

Lecturers are expected to hold at least a level 8 qualification, preferably with an educational and / or performance background. Guest lecturers are expected to have a high level of industry experience. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.

6.4.13 Module summative assessment strategy

Topics 1 and 2 are assessed by a reflective journal where the learner writes what they learned by attending the two sessions. The journals are included with the learner's Process Folio. Topic 3 is assessed by a 2,000-word business development project, proposing the view of developing a small drama practice.

The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	Child Safeguarding and Welfare -reflective journal	i,	20%
2	Health and Safety - reflective journal	Ii,	20%
3	SME Management – Business Development Project	iii, iv, v, vi.	60%

6.4.14 Sample assessment materials

Please see separate accompanying Sample assessments handbook.