

H8PPI: Personal and Professional Identity

Module Code:	H8PPI
Long Title	Personal and Professional Identity APPROVED
Title	Personal and Professional Identity
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Demonstrate a critical understanding of professional identity theories and their implications for continuing self-development.
LO2	Have developed the ability to network effectively and promote themselves at professional events and interviews.
LO3	Reflect on their recent career choices and produce a career plan that meets their long-term aspirations.
LO4	Demonstrate a critical understanding of effective group coaching and team facilitation approaches as applied in an early childhood education and care setting.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Professional and Personal identity Processes of 'identification' in early childhood education and care; social identity theories; the role of reflection in identity construction; The professionalisation agenda in early year's education and care.			
Career Planning and Development Career planning and management; Transferable skills, strengths and personal qualities and the key competencies sought by employers; Career Choice / Decision Making / Individual review of career development to date; Career options and goals; Personal SWOT analysis of skills / PEST analysis of ECEC sector; Personality profiling tests; processes to encourage, extend and structure professional dialogue. reflection on career to date, detailed investigation of career choice area together with an action plan.			
Interactive Skills and Principles of Coaching Interpersonal psychology; Feedback and stimulation; Understanding body language in early childhood settings; Handling questions; Dealing with criticisms; Listening techniques; Coaching and Facilitation in an early childhood education setting.			
Technology Enhanced Networking Engaging in Real World Networking; Managing your online brand and raising your online profile; Using LinkedIn, Facebook and Twitter in your job search.			
Applications and Interviews Job description analysis; Purpose of a CV & Cover letter; CV building and analysis; Why CVs are rejected; Effective cover letters; Effective application forms; Competency, behavioural and strengths-based interviews; Mock interviews.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Assignment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Learners will develop a career plan, by engaging in self-reflection and designing a structured approach to personal and professional development.			
Assessment Type:	Skills Demo	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,4
Non-Marked:	No		
Assessment Description: Peer Facilitation and Coaching Techniques will be role-played and recorded for reflection.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
Total Weekly Contact Hours				2.00

Module Resources	
<i>Recommended Book Resources</i>	
Rowan Manahan. (2010), <i>Ultimate CV -Trade secrets from a recruitment insider</i>, Random House, Dublin, p.173, [ISBN: 0091929245]. Skeggs, B. (2003), <i>Class, self, culture</i>, Routledge, London.	
<i>Recommended Article/Paper Resources</i>	
Stryker, S. and Burke, P. (2000), The past, present, and future of an identity theory. <i>Social psychology quarterly</i>, 63(4), p.284.	
<i>Supplementary Article/Paper Resources</i>	
Bleach, J. (2014), Developing professionalism through reflective practice and ongoing professional development. <i>European early childhood education research journal</i>, 22(2), p.185. Lightfoot, S and Frost, D. (2015), The professional identity of early year's educators in England: implications for a transformative approach to continuing professional development in <i>Professional Development in Education</i>, 41(2), p.401. Harwood, D., et al. (2013),) 'It's more than care': early childhood educators' concepts of professionalism, <i>Early Years</i>, 33(1), p.4. Rhodes, C. and Beneicke, S. (2002), Coaching, mentoring and peer-networking: challenges for the management of teacher professional development in schools, <i>Journal of in-service education</i>, 28(2), p.297.	
<i>This module does not have any other resources</i>	
Discussion Note:	