

### Module 03 Professional Practice

<b>Stage</b>	1						
<b>Semester</b>	1,2						
<b>Module Title</b>	Professional Practice						
<b>Module Number</b>	03						
<b>Module Status</b>	Mandatory						
<b>Module ECTS Credits</b>	5						
<b>Module NFQ level</b>	8						
<b>Pre-Requisite Module Titles</b>	Grade 8 Instrumental Performance, Grade 6 Theory						
<b>Co-Requisite Module</b>	none						
<b>Capstone Module?</b>	No						
<b>List of Module Teaching Personnel</b>	Geraldine McGing Kay O'Sullivan Aingeala De Burca Gearoid O' Maoilmhichil Rory Pierce						
<b>Contact Hours</b>					<b>Non-contact Hours</b>		<b>Total Effort (hours)</b>
18					82		100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
12		3	3			82	100
<b>Allocation of Marks (Within the Module)</b>							
	<b>Assignment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total</b>		
		100			100		

This module aims to enable the learner to implement codes of best practice in relation to child protection and health and safety. It also provides the learner with a practical framework for managing the administrative, business and financial aspects of running a music school /drama school or practice

## **Intended Module Learning Outcomes**

On successful completion of this module, the learner will be able to:

1. Formulate and implement Health and Safety and Child Protection policies; act as a designated Health and Safety or Child Protection Officer for the organisation.
2. Manage the day to day financial aspects of running a music school/drama school or studio.
3. Prepare budget projections, grant applications and file tax returns for the organisation.
4. Recognise the fiscal value of professional expertise; cost, price and quote for this accordingly, and present this information to third parties.
5. Promote and market the organisation at local level.
6. Plan concerts, recitals, competitions or artistic events, and liaise with other professionals in the Performing Arts for such events.

## **Module Objectives**

The module aims to:

- Enable the learner to implement codes of best practice in relation to Child Protection
- Inform the learner of the legal obligations in relation to Health and Safety of running a music organisation or drama school.
- Give learner an understanding of the accepted ethical and fiscal standards and norms as directed by the professional bodies in music education, which guide and regulate their members such as EPTA, IAYO and IAMS
- Provide the learner with a practical framework for managing the business and financial aspects of running a music school or studio.
- Enable the learner to develop strategies for successful event management within an artistic context.

## **Module Curriculum**

### **Part 1: Child Protection**

Legal obligations of educational organisations and youth workers. Recruitment and selection of staff. Induction and training-developing safe practices. Forming and implementing child protection policy for the organisation and protocols for dealing with minors and vulnerable adults. Recording and reporting procedures; confidentiality.

### **Part 2: Health and Safety**

Safety in the educational environment. The legal position. Assessing risk and remedial action. Insurance. Formulating and implementing a health and safety policy for the organisation. First aid, fire precautions. Reporting and recording incidents. Assessing risks specific to the music. The physical health of the teacher and the student in the music education environment.

### **Part 3: Budgeting, Tax, Accounting & Admin.**

Formulating a business plan. Preparing budget projections for grant applications or financial institutions. Invoicing and receipting. Registering the business, income tax, PRSI/PAYE. Keeping books and records for tax purposes. Creating awareness of norms for services as specified by the professional bodies regulating music education. Event management. Marketing and PR.

## **Module Learning Environment**

This module is delivered through weekly participative lectures which are designed to stimulate discussions and questions. Participants also have access to Moodle, the College's Virtual Learning Environment and past examination papers.

## **Module Teaching and Learning Strategy**

This module uses a series of lectures, combined with discussion groups and practical exercises.

## Module Assessment Strategy

Learners are required to complete a 3,000 word project (summative assessment) drawing from all three elements of the course.

Element Number	Weighting	Type	Description
1,2,3	100 %	Project	The submission of a 3,000-word business plan proposing the creation of a small music/drama practice or music/drama related venture to include the implications of Health, Safety and Welfare legislation.

## Reading lists and other learning materials

### Essential Reading

Department of Health and Children, 2009. *Children first: national guidelines for the protection and welfare of children ; a summary*, Dublin: Stationery Office.

Department of Education and Science, 2001. *Child protection: guidelines and procedures*, Dublin: Stationery Office.

Department of Education and Science, 2003. *Code of good practice: child protection for the youth work sector*, Dublin: Stationery Office.

Department of Education and Science, 2006. *Child protection guidelines for post-primary schools*, Dublin: Stationery Office

Holt, A. St. J. 2010. *The Principles of Health and Safety at Work*, Leicestershire: OSH Services Ltd.

Holt, Stephanie. 2004. *After School: a practical guide for providers*, Dublin: National Children's Resource Centre.

O'Kane, B. 2010. *Starting a Business in Ireland*, Dublin: Oak Tree Press.

Shannon, G. 2007. *Health and Safety: Law and Practice*, Dublin: Thomson Round Hall.

### Secondary Reading

Corrigan, C., 2006. *The Development and implementation of child impact statements in Ireland*: Dublin: Stationery Office.

Farry, M., 2010, *Irish Education Manual*, Dublin: Thomson Round Hall.

Glendenning, Dymphna. 2012. *Education and the Law*, Dublin: Butterworth: Dublin.

Meaney, M. et al., 2003. *Special Education Needs and the Law*: Dublin: Thomson Round Hall.