

Module specification

1. Factual information			
Module title	NC4201: The Developing Professional Practitioner		
Module tutor	Tom Parsons	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Lectures: 20 hours Workshops: 3 hours Guest speakers: 2 hours Group tutorials: 1 hour Independent study: 174 hours		

2. Rationale for the module and its links with other modules
<p>This module will instil the knowledge required by students embarking on a career in the early years industry, in order to develop their reflective skills and establish their professional identities. This is a process of lifelong learning, and as such the module will ask students to reflect on their communication skills, their ability to regulate and respond appropriately to conflict and feedback and establish aims for their future practice. This module is the first module of a three-part spiral across the three years of taught study at Norland, acting as a foundation for NC5201: Working Professionally with Parents and Carers and then NC6201: Developing Your Nanny Philosophy and provides the introduction to ethical practice and research skills for NC6204: Work Based Project.</p>

3. Aims of the module
<p>The aims of this module are to develop students' professional skills in observation and reflection in practice, embedding knowledge of good ethical practices. These skills will be used to develop professional research skills in support of lifelong learning and will involve respecting children as central to professional practice. Reflecting on professional communication and partnership working will help students to identify where their strengths lie, challenges that may arise and where improvements can be made to their personal practice. By the end of the module, students will have established a narrative of these elements through reflections on ethical practices and a child observation study. This will assist students in developing the generic skills set out in the QAA subject benchmark statements 3.4, alongside the specific skill of effective teamworking with parents/carers and other professionals, ethical practice, and research skills, as well as a range of graduate competencies.</p>



4. Pre-requisite modules or specified entry requirements

None.

5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Face-to-face lectures Tutor-led and student-led seminars and tutorials Self-directed study Formative assessment Collaboration through group work Independent research project
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7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Demonstrate knowledge of appropriate professional practices including ethical principles that underpin professional responsibilities in the early years.
2. Explore ways to capture personal and professional experiences to demonstrate life-long learning.
3. Identify and analyse potential ethical challenges that may arise in working with children and families.
4. Use skills of observation and analysis in relation to aspects of the lives of babies and young children with consideration of individual needs.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2	B1; B2	C1; C2	D1; D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

- Week 1: An introduction to you: exploring what has shaped your already developing professional identity to date.
- Week 2: Learning is for life, not just for Norland!
- Week 3: Capturing the moment: examining methods of recording experiences and transforming them into knowledge.
- Week 4: Introducing ethical principles: the core ethical principles that underpin practice.
- Week 5: Conducting research through observing children: exploring ways to observe children in their play and learning.
- Week 6: Applying ethical principles to observation practices.
- Week 7: Working with parents and colleagues: how our interactions influence professional development.
- Week 8: Assessment Week.



8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

Working ethically with children is fundamental to early years practice, and in the first assessment of this module, students will explore this in detail and evidence their understanding of how ethical principles define practice in an Early Years setting. Through this assessment, students will demonstrate their knowledge of effective and safe practices working with children and in partnership with parents and colleagues.

The second assessment requires students to practise objective observation skills, which are vital for reflecting on practice and monitoring children's development and learning. Students will evidence skills of enquiry through demonstrating ethical practices in observation and engaging in the process of transforming experience into knowledge.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p><i>001 Report:</i> Discuss ways in which ethical principles underpin practice in an Early Years setting</p> <ul style="list-style-type: none"> - 500 words - Reference list 	30%	T1, Week 12	%	LO1; LO3
<p><i>002 Research Project:</i> Child Observation Study</p> <ul style="list-style-type: none"> - 1000 words (excluding observation) - Reference list 	70%	T3, Week 3	%	LO2; LO4



10. Teaching staff associated with the module

Name and contact details

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11. Core reading list

Author	Year	Title	Location	Publisher
Arnold, C.	2017	<i>Doing your Child Observation Case Study</i>	London	Routledge
Koralek, D., Nemeth, K. and Ramsey, K.	2019	<i>Families & Educators Together: Building Great Relationships that Support Young Children</i>	Washington, DC	The National Association for the Education of Young Children
Nanwani, S.	2021	<i>Organization and Education Development: Reflecting and Transforming in a Self-Discovery Journey</i>	London	Routledge
Schulte, M.	2020	<i>Ethics in Research with Young Children</i>	London	Bloomsbury Academic
Sharman, C., Cross, W. and Vennis, D.	2022	<i>Observing Children from Birth to 6: A Practical Guide for Early Childhood Students and Practitioners</i>	London	Bloomsbury Academic

12. Other indicative text (e.g., websites)

BERA (2018). Ethical Guidelines for Educational Research. (4th ed). Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online> [Accessed: 02/03/23]



EECERA (2015). Ethical Code for Early Childhood Researchers. Available at: <https://www.eecera.org/wp-content/uploads/2016/07/EECERA-Ethical-Code.pdf>
[Accessed: 02/03/23]

Mainstone-Cotton, S. (2019). *Listening to Young Children in Early Years Settings: A Practical Guide*. London: Jessica Kingsley Publishers.

Pallisera, M., Fullana, J., Paludàrias J M. and Badosa, M. (2013). 'Personal and Professional Development (or Use of Self) in Social Educator Training. An Experience Based on Reflective Learning'. *Social Work Education*, 32(5), pp.576–589.

Papatheodorou, T., Gill, J. and Luff, P. (2013). *Child Observation for Learning and Research*. Hoboken: Routledge.

Schenck, J. and Cruickshank, J. (2015). 'Evolving Kolb: Experiential Education in the Age of Neuroscience', *Journal of Experiential Education*, 38(1), pp73-95.

Wain, A. (2017). 'Learning through reflection', *British Journal of Midwifery*, 25(10), pp.662-666.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



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