

Module specification

1. Factual information			
Module title	NC5202: Practice in the Early Years 2: The Home		
Module tutor	Georgina Bassil	Level	5
Module type	Taught; Practical; Graduate Practitioner Competencies	Credit value	30
Mode of delivery	Face-to-face teaching: 5.2% Work-based learning: 94.8%		
Notional learning hours	602 notional hours, made up of: <u>Trimester 1:</u> Lectures: 10 hours Placement 2.1 – 4 weeks/128 hours in a Home Setting, Daily Family (including visit from placement officer) <u>Trimester 2:</u> Lectures: 10 Hours Placement 2.2 – 4 weeks/148 hours Home Setting, Daily/Live-In Family (including visit from placement officer) <u>Trimester 3:</u> Placement 2.3 – 6 weeks/306 hours Home Setting, Residential Family (including visit from placement officer)		

2. Rationale for the module and its links with other modules
<p>The home presents many opportunities as a living, working and learning environment for nannies and children. This module takes a holistic practical approach to caring for children in the home environment, building on learning from NC4202 Practice in the Early Years 1: The Setting, complementing learning from NC5201 Working Professionally with Parents and Carers. Learning here will also act as a foundation for NC6202: Practice in the Early Years 3: Supporting Families through Leadership.</p>

3. Aims of the module
<p>The taught aspects of this module will link with second year placement experience to establish the complex role of the nanny: from meeting children’s physiological needs, to keeping them safe while promoting autonomy, to analysing how children’s preferences and abilities can be respected when providing play and learning experiences.</p>



4. Pre-requisite modules or specified entry requirements

To access placement and complete this module, students must firstly achieve a grade of 40% in module NC4202: Practice in the Early Years 1: The Setting and 4203: Keeping Children Safe: Safeguarding and Child Protection.

5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Work-based learning.

Lectures

Formative Assessment (Observation in practice).



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Demonstrate best practice when supporting children’s physiological needs.
2. Evaluate how children are kept safe within the home environment while promoting healthy risk.
3. Examine how children’s own preferences and abilities are respected when providing play and learning experiences.
4. Critically explore how the nanny can promote autonomy for children within their home environment.
5. Justify how one's own practice promotes holistic wellbeing drawing on feedback from previous placements.
6. Examine how ethical practice is maintained while meeting a child's holistic needs.

Graduate Practitioner Competencies: All

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D1; D2

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

Trimester 1:

Week 1: Module introduction, Introduce Graduate Practitioner Competency Portfolios and Placement paperwork.

Week 2: The role of the nanny: working in the home.

Week 3-4: Self-directed study in preparation for placement.

Week 5-8: Placement 2.1 - Family Daily.

Week 9-12: Self-directed study in preparation for placement.



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

Trimester 2:

Week 1- 4: Placement 2.2 - Family Daily/Live in

Week 5: Meeting the needs of the child: what this looks like in practice.

Week 6: Preparing for the Viva.

Week 7-12: Self-directed study in preparation for placement.

Trimester 3:

Week 1: Self-directed study in preparation for placement.

Week 2-7: Placement 2.3 - Family Residential.

Week 8-11: Self-directed study in preparation for assessment.

Week 12: Assessment.

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

This module is focused on placement experience and the skills which are required to be successful in fulfilling the role of early years practitioner in a setting. Students will be assessed in placements, all of which must be passed. Students will be assessed on their practical skills and knowledge and will include formative professional observation from assessors. Summative assessment will include evidence signed off in Placement Graduate Practitioner Competency Portfolio which will provide the foundation for the professional discussion in Trimester 3. The graduate practitioner portfolio will be signed off throughout the three years as students experience different settings, and anything that has been signed off will contribute to the discussion in the viva.

9. Assessment				
Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p>001: Viva</p> <ul style="list-style-type: none"> - Professional discussion and reflection - 15 minutes - Written submission: 1500 words - Graduate Practitioner Competency Portfolio. 	30%	T3, Week 12	%	All. Competencies: All
<p>002: Successful completion of:</p> <ul style="list-style-type: none"> - Placement 2.1: [4 weeks/128 hours] with accompanying Graduate Practitioner Competency Portfolio. 	20%	T1, Week 5	Pass/Fail	All. Competencies: All
<p>003: Successful completion of:</p> <ul style="list-style-type: none"> - Placement 2.2: [4 weeks/148 hours] with accompanying Graduate Practitioner Competency Portfolio. 	20%	T2, Week 4		
<p>004: Successful completion of:</p> <ul style="list-style-type: none"> - Placement 2.3: [6 weeks/306 hours] with accompanying Graduate Practitioner Competency Portfolio. 	30%	T3, Week 7		

10. Teaching staff associated with the module

Name and contact details

Georgina Bassil georgina.bassil@norland.ac.uk

Alex Morfaki alex.morfaki@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Born, M. and Arterberry, E.	2022	<i>Infancy: The Basics</i>	New York	Routledge
Bradbury, A., Musgrave, J. and Perkins H.	2023	<i>A Practical Guide to Early Childhood Studies Graduate Practitioner Competencies.</i>	London	Sage
Canning, N.	2020	<i>Children's Empowerment in Play: Participation, voice and ownership</i>	London	Routledge
Ostroff, W.	2022	<i>Empowering Young Children</i>	New York	Routledge
Rose, J., Gilbert, L. & Richards, V.	2016	<i>Health and Well-being in Early Childhood</i>	London	Sage

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

Mainstone-Cotton, S. (2017). *Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide to Professionals and Parents*. Philadelphia: Jessica Kingsley Publishers

Silberfeld. C. (2023). *The Early Childhood Graduate Practitioner Competencies: A Guide for Professional Practice*. London: Sage Publications Ltd

Waters-Davies, J. (2022). *Introduction to Play*. London: Sage

13. List of amendments since last (re)validation



Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	NC5202 Module specification
Version number:	V3.0/RD/04-09-23
Owner:	Head of Learning, Teaching & Research
Approving Body:	Academic Board
Related Norland Documents:	N/A
Date of approval:	4 th September 2023
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	August 2024