

Module specification

1. Factual information			
Module title	NC6201: Developing your Nanny Philosophy		
Module tutor	Alex Morfaki	Level	6
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Lectures: 10 hours Guest speakers: 4 hours Group tutorials: 1 hour Independent work: 85 hours		

2. Rationale for the module and its links with other modules
<p>A professional nanny needs to develop a robust pedagogical philosophy about their practice and professional self, drawn from research-informed best practice. A nanny philosophy will be derived from the evidence-based learning they have undertaken at Norland, from placements and their own childhood. The module draws together all previous learning, particularly NC4201 The Developing Practitioner and NC5201 Working Professionally with Parents and Carers. It also links with the modules related to self-regulation, highlighting the importance of nannies being able to self-regulate and be resilient.</p>

3. Aims of the module
<p>This module will encourage students to look inwards as they establish the interpersonal skills and professional attributes they bring to working with families. They will synthesise their experiences and learning to conceptualise their own professional philosophy, have a clear rationale for its application and identify how this can be articulated to potential employers. They will also have a sound insight into how their professional role hinges upon their ability to self-regulate.</p>

4. Pre-requisite modules or specified entry requirements
None.

5. Is the module compensatable?
No.



6. Learning, teaching and assessment strategy for the module

Face-to-face lectures

Tutor-led and student-led seminars and tutorials, supported by direct research of texts and journals

Self-directed study

Formative assessment

Collaboration through group work

Online tasks for information searches and research

Individual activities



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

1. Demonstrate how internal and external influences have contributed to gaining autonomy as an emerging professional nanny
2. Critically evaluate approaches to developing the interpersonal skills and professional attributes required of a professional nanny
3. Synthesise experiences and influences to conceptualise professional identity and philosophy

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

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

Week 1: Professional relationships: the art of building relationships, self-regulation and communication to accommodate individual needs

Week 2: Reflecting on the past to inform the future: reflective cycles and the nanny philosophy

Week 3: Professional identity theory: values informing practice

Week 4: Interview skills and expressing your professional self

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

9. Assessment

This assessment gives students the opportunity to express their professional selves under pressure in a mock interview with seen questions. They will be asked about their nanny philosophy, which they must articulate in response to seen questions that they are likely to be asked at interview, alongside reflections on practice and theoretical perspectives to inform their answers. Tutor comments for this assessment can feed forward into their Newly Qualified Nanny interviews and practice.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Interview:</i> Mock interview on seen questions relating to nanny philosophy and reflections on practice - 2000 words equivalent - 20 minutes - Reference list	100%	TBC	%	All

10. Teaching staff associated with the module

Name and contact details

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Lucy Krebs lucy.krebs@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Grimmer, T.	2021	<i>Developing a loving pedagogy in the early years – how love fits with professional practice</i>	Oxfordshire	Routledge

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Author	Year	Title	Location	Publisher
Hayes, C., Daly, J., Duncan, M., Hudson, R. and Whitehouse, A.	2017	<i>Developing As a Reflective Early Years Professional: A Thematic Approach.</i>	Northwich	Critical Publishing
Lindon, J.	2012	<i>Reflective Practice and Early Years Professionalism</i>	Glasgow	Hodder Education

12. Other indicative text (e.g., websites)
Egan, B.A. (2004). 'Constructing a professional identity: Some preliminary findings from students of early years education.' <i>European Early Childhood Education Research Journal</i> , 12(2), 21–32
Harwood, D., Klopper, A., Osanyin, A. and Vanderlee, M-L. (2013). "'It's more than care": early childhood educators' concepts of professionalism.' <i>Early Years</i> 33(1), 4–17.
Holland, D. and Lave J., (2009). 'Social Practice Theory and the Historical Production of Persons.' <i>Actio: An International Journal of Human Activity Theory</i> , (2) 2009, 1-15
McGillivray, G., (2008). 'Nannies, nursery nurses and early years professionals: constructions of professional identity in the early years workforce in England.' <i>European Early Childhood Education Research Journal</i> , 16(2)
Osgood, J., (2012). <i>Narratives from the Nursery: negotiating professional identities in early childhood.</i> Routledge.
Simpson, D., (2010). 'Being professional? Conceptualising early years professionalism in England.' <i>European Early Childhood Education Research Journal</i> , 18(1), 5–14.
Taggart, G., (2011). 'Don't we care?: the ethics and emotional labour of early years professionalism.' <i>Early Years</i> , 31(1), 85–95.



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



Document Control Information	
Policy Title:	NC6201 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