Module specification

1. Factual information			
Module title	NC6202: Practice in the Early Years 3: Supporting Families through Leadership		
Module tutor	Georgina Bassil	**Level**	6
Module type	Taught; Practical; Graduate Practitioner Competencies	**Credit value**	20
Mode of delivery	Face-to-face teaching: 3.3% Work-based learning: 96.7%		
Notional learning hours	352 notional hours, made up of: Trimester 1: Lectures: 10 hours Placement 3.1 – 4 weeks/128 hours in a Home Setting, Daily/Live in Family (including visit from placement officer) Trimester 2: Lectures: 10 hours Placement 3.2 – 4 weeks/204 hours in a Home Setting, Residential Family (including visit from placement officer):		

2. Rationale for the module and its links with other modules
Working in the home environment can present a multitude of practical challenges for the child's education and care network. This module emphasises the role of the nanny within the network by working in partnership with parents/carers and potentially a wider team to ensure the holistic needs of the child are met. This module builds on learning from NC5202 Practice in the Early Years 2: The Home.

3. Aims of the module
This module aims to develop students' leadership skills to enable them to form professional partnerships. The taught aspect of this module will link with placement experiences to fully establish the nanny role within the home environment as part of the child's education and care network, supporting families through challenges, taking on a leadership role and implementing theoretical knowledge.

4. Pre-requisite modules or specified entry requirements

To access placement and complete this module, students must first achieve a grade of 40% in module NC5202: Practice in the Early Years 2: The Home and 4203 Keeping Children Safe: Safeguarding and Child Protection.

5. Is the module compensatable?

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. Articulate the significance of the nanny's leadership role as part of the child's education and care network

2. Critically evaluate strategies to form successful, respectful professional relationships with key influencers in families' lives

3. Critically evaluate, select and demonstrate ways to support families to overcome practical challenges

4. Work autonomously and as part of a team to evaluate own and others' needs and manage wellbeing within a variety of professional contexts

5. Apply theoretical knowledge demonstrating in-depth awareness of best practice

Graduate Practitioner Competencies: All

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

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

Trimester 1:

Week 1-4: Placement 3.1 – Family Daily/Live in

Week 5: Module introduction, Introduce Graduate Practitioner Competency Portfolios and Placement paperwork

Week 6: The role of the leader: working together

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

Trimester 2:

Week 1: Meeting the needs of the family: what this looks like in practice

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*
Week 2: Preparing for the Viva
Week 3-4: Self-directed study in preparation for placement
Week 5-8: Placement 3.2 – Family Residential
Week 9-12: Self-directed study in preparation for assessment
<u>Trimester 3</u>:
Week 1: 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-Booket-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 assessment 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 2. 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.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
001: Viva - Professional discussion and reflection - 17.5 minutes	30%	TBC	%	All Competencies: All

9. Assessment					
- Written submission: 1750 words - Graduate Practitioner Competency Portfolio.					
002: Successful completion of: - Placement 3.1: [4 weeks/128 hours] with accompanying Graduate Practitioner Competency Portfolio. 003: Successful completion of: - Placement 3.2: [4 weeks/204 hours] with accompanying Graduate Practitioner Competency Portfolio.	30% 40%	TBC TBC	Pass/fail	All Competencies: All	

10. Teaching staff associated with the module
Name and contact details
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11. Core reading list				
Author	**Year**	**Title**	**Location**	**Publisher**
Bradbury, A., Musgrave, J. and Perkins H.	2023	*A Practical Guide to Early Childhood Studies Graduate Practitioner Competencies*	London	Sage
Koralek, D., Nemeth, K. and Ramsey, K.	2019	*Families and Educators Together: Building Great Relationships That Support Young Children*	Washington DC	The National Association for the

11. Core reading list

Author	Year	Title	Location	Publisher
				Education of Young Children
Harrison, J., Heather, M., Thistle. R., Harris, D., Atkins, L. and Whale, L.	2022	*Leadership in Early Childhood: Challenges and Complexities*	London	Sage Publications
MacBlain, S.	2022	*Learning Theories for Early Years Practice*	London	Sage Publications
Solvason, C. and Cliffe, J.	2022	*Creating Authentic Relationships with Parents of Young Children: A Practical guide for educators*	London	Routledge

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

Bradbury, A. and Swailes, R. (2022). *Early Childhood Theories Today*. Los Angeles: Learning Matters

Dyer, M. and McMahon, S. (2022). *Professionalism and Leadership in Early Childhood Education and Care*. London: Routledge.

Kambouri, M., Wilson, T., Pieridou, M., Quinn, S. F. and Liu, J. (2021). 'Making Partnerships Work: Proposing a Model to Support Parent-Practitioner Partnerships in the Early Years.' *Early Childhood Education Journal.* Vol. 50 p.639-661.

McKibben, L. (2017). 'Conflict management: importance and implications.' *British Journal Of Nursing*. 26 (2), pp.100-103.

Nicholson, J., Driscoll, P., Kurts, J., Márquez, D. and Wesley, L. (2019). *Culturally Responsive Self-Care Practices for Early Childhood Educators*. New York: Routledge.

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

Siraj-Blatchford, I. and Hallet, E. (2014). *Effective and Caring Leadership in the Early Years*. London: Sage

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

Document Control Information

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