

Module specification

1. Factual information			
Module title	ND 1.4 Transitions 1		
Module tutor	Lucy Krebs	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	5 hours face to face		

2. Rationale for the module and its links with other modules
<p>Children experience a range of transitions throughout childhood and a nanny should be there at every step to support and guide them through. The purpose of this module is to explore what a child may think, feel and experience when change occurs and the practical steps a nanny can take to support them and their families, in particular when a child is starting at a new setting such as a nursery or school, and how to support a child with separation anxiety. This module will link with Professional Skills 1 on the Norland diploma, and the two BA (Hons) modules NC4202 Practice in the Early Years: The Setting and NC4206 The Child's Holistic Wellbeing so that learning here can be applied when in placement.</p>

3. Aims of the module
<p>The purpose of the module is to explore what happens in children's brains during the process of transition, and the practical steps that practitioners can take to support children through change both on a small horizontal scale and large vertical ones.</p>

4. Prerequisite modules or specified entry requirements
None

5. Does the module permit compensation?
No

6. Learning, teaching and assessment strategy for the module
<p>Face-to-face lectures</p> <p>Practical workshops</p>

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Explain the impact of transitions on children's wellbeing and how this might be represented in children's behaviour.
2. Demonstrate how to identify separation anxiety and practical strategies to support children in overcoming this.

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

Week 1: Brains in transition

Week 2: Practical strategies for supporting transitions

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment strategy: The assessment for this module will be a short 'how-to' guide on supporting a child through a transition into a setting which asks students to consider a range of options to help children settle into a setting and make sure this is clear to others who may use this guide.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
How-to guide: How to support a child starting in a new setting (500 words plus pictures)	100%	Week 1 of T2	Pass/Merit/ Distinction	All

10. Teaching staff associated with the module
Name and contact details
Lucy Krebs, lucy.krebs@norland.ac.uk
Tom Parsons, tom.parsons@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Allingham, S.	2015	<i>Transitions in the early years: a practical guide to supporting transitions between early years settings and into key stage one</i>	London	Practical Preschool Books

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

Conkbayir, M. (2020) *Building the toddler brain*. Available at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/2-year-olds/building-the-toddler-brain/> (Accessed: 2 May 2023).

PACEY (2023) *Preparing your child for starting school*. Available at: https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY_preparingforschool_guide.pdf (Accessed: 2 May 2023).

Sands, M. M. and Meaden, H. (2022) 'A successful kindergarten transition for children with disabilities: collaboration throughout the process', *Early Childhood Education Journal*, 50(70), pp. 1,133–1,141.

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



Document Control Information	
Policy Title:	ND 1.4 module specification
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