



Module specification

1. Factual information			
Module title	ND Newly Qualified Nanny Year		
Module tutor	Elspeth Pitman	Level	Fourth Year
Module type	Assessed Project	Credit value	NA
Mode of delivery	Practice-based learning		
Notional learning hours	24 hours of face-to-face teaching		

2. Rationale for the module and its links with other modules
<p>This module is a placement-based module that focuses on consolidating theory into practice. Whilst working full time in employment as a Newly Qualified Nanny (NQN) for a minimum of 12 months, the NQN collates the necessary evidence to demonstrate best practice when working within a family home. Building on learning from the previous three years of the Norland Diploma and BA (Hons), NQNs will compile a portfolio of evidence, demonstrating their ability to implement the skills required in the Norland Nanny job description.</p>

3. Aims of the module
<p>The aims of this module are for NQNs to accumulate the necessary paperwork and evidence to demonstrate the skills required of a Norland Nanny. NQNs will be guided, coached and assessed throughout their NQN year by a tutor, building up a portfolio of evidence.</p>

4. Pre-requisite modules or specified entry requirements
<p>BA and First three years of the Norland Diploma</p>

5. Is the module compensatable?
<p>No.</p>

6. Learning, teaching and assessment strategy for the module
<p>Face-to-face lectures Work-based learning Tutor-directed study and self-directed study</p>



5. Is the module compensatable?

Formative assessment

Assessed project

NQN Visit



7. Intended learning outcomes

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

The intended learning outcomes are linked and cross-referenced to the Norland Nanny job description:

1. Recognise the central role played by parents and families in the lives of babies and young children, seeking and respecting their views and practices and keeping them well informed. (5)
2. Promote inclusive practice by recognising each child and family as unique; listening to them and adapting practices to meet their needs; providing support, advice and guidance; acting in the best interest of children at all times. (1, 6, 17)
3. Practise and communicate effectively (verbally, electronically and in writing) by working in partnership with parents, other family members and professionals involved in the care, development and learning of babies and young children in your care; keeping accurate and clear records and maintaining personal competence and knowledge. (2, 7, 11, 13, 15, 16, 18)
4. Preserve safety by recognising and working within limits of competence and raising safeguarding concerns immediately. (3)
5. Promote professionalism and trust by upholding the Norland Code of Professional Responsibilities and Norland's reputation as a Brand Ambassador, this includes children and families' right to privacy and confidentiality. (1, 4)
6. Observe, identify, assess and manage the development and learning of the babies and young children in your care; leading the planning and delivery of play and educational activities within and outside of the home, reacting to the changing needs, provocations and interests of children. (8, 11, 10)
7. Lead the planning, delivery, implementation and evaluation of all care routines for the babies and children in your care, including supporting the development of self-regulation, hygiene, weaning, sleep routines and transitions; maintaining a healthy, clean and safe environment both inside and outside of the home. (9, 14)
8. Plan and provide healthy, nutritious and well-balanced meals for the babies and children in your care, taking into account their ages, preferences, dietary requirements, developmental needs, cultural or religious practices and any other specific requirements. (12)

7a. Norland Diploma Programme Learning Outcomes met

PLO1; PLO2; PLO3; PLO4; PLO5; PLO6; PLO7



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

Week 1: NQN unit and expectations; being a Brand Ambassador

Week 2: Interview process and techniques; mock interviews

Week 3: Finance and contracts

Week 4: Nanny Diary and menu planning

Week 5: Learning journals, Possible lines of development (PLODs) and planning

Week 6: Communication and permission

Week 7: Confidentiality and the Code

Week 8: Wellbeing in NQNs

From Week 8: Interviews and employment

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

Assessment strategy

The assessments for this module are designed to ensure that NQNs meet all the requirements for the Norland nanny job description, alongside developing the skills required in practice. Formative assessments will ensure NQNs are continuously progressing.

The visit will involve a professional discussion with tutor and observation of practice in the workplace that focuses on how the nanny interacts with the children, nursery duties, safety, resources, parental partnership and meeting expectations of the role.

The nanny documentation will be assessed as a whole, allowing for the NQN to meet the needs and preferences of individual families (within the boundaries of best practice) while evidencing their work and competence as lone workers.

The summative portfolio is an opportunity for NQNs to celebrate their learning and development as professional nannies across the year, reflecting on the learning outcomes. They can decide how this is presented, for example, in written form, visually through photographs and annotations or a PowerPoint with voiceover, etc.



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

Formative assessments

1-month progress check

Documentation spot checks (to feed into summative assessment) x 2

4-month, 8-month and 12-month appraisal from employers, with NQN reflections and commentary.

The final grade will be awarded by attributing weighted points to each of the grades achieved in the individual assessments:

Pass: 1 point

Merit: 2 points

Distinction: 3 points

An example is as follows:

001: Visit awarded a Merit= 2 points

002: Nanny documentation awarded Distinction-6 points

003: Summative Portfolio awarded a Merit= 4 points

12 points/5= 2.4 which would lead to a merit.

Assessment tasks	Weighting	Submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) the assessment task maps to
001: Successful NQN Visit signed by NQN tutor	20%	Month 5 [for reviewer: following 4-month appraisal]	Pass/Merit/Distinction	All
002: Nanny Documentation including: -Safeguarding information for local area -Weekly Planning	40%	Final month of employment	Pass/Merit/Distinction	LO3; LO4; LO6; LO7; LO8



9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
-Menu Planning -Nanny Diary -Documentation of learning and interest				
003: Summative Portfolio <i>'My NQN Journey, a reflection on the year'</i> Students can choose how they present this assessment, and it can be contributed to throughout the year.	40%	After final appraisal	Pass/Merit/Distinction	LO1; LO2; LO5

10. Teaching staff associated with the module
Name and contact details
Elspeth Pitman elspeth.pitman@norland.ac.uk
NQN Team nqn@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Norland	(No Date)	Norland Code of Professional Responsibilities	Bath Spa	Norland College

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



Department for Education (2021). Development Matters Non-statutory curriculum guidance for the early years foundation stage. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf [Accessed: 18 May 2023]

Department for Education (2021). Statutory Framework for the Early Years Foundation Stage. Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Statutory_framework_for_the_early_years_foundation_stage.pdf) [Accessed: 18 May 2023]

Early Years Coalition (2021). Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: [Birthto5Matters-download.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/07/Birth-to-5-Matters-Non-statutory-guidance-for-the-Early-Years-Foundation-Stage.pdf) [Accessed: 18 May 2023]

HM Government (2018). Working Together to Safeguard Children. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf [Accessed: 18 May 2023]

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



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