

Module specification

1. Factual information			
Module title	NC4206: Introducing Self-regulation		
Module tutor	Vince MacLeod	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Lectures: 20 hours Guest speakers 2 hours Workshops/Drop-Ins: 3 hours Independent study: 175 hours		

2. Rationale for the module and its links with other modules
<p>Self-regulation is essential for healthy development. It lays the foundation for resilience and wellbeing, and enables us to regulate our feelings, our behaviour, our sleep, our eating and our thinking.</p> <p>It is vital that students understand the theory and research behind children’s development of self-regulation, including what we can learn from the neuroscientific evidence, and the adult’s role as a co-regulator within the ecosystem. The module will also enable students to understand the importance of their own self-regulation and its impact on their wellbeing and role as a nanny.</p> <p>This module is the first of three modules that focus on the development of self-regulation. It acts as a foundation for NC5206: Supporting Children to Regulate Behaviour and then NC6205: Embedding Self-regulation into Practice through Play.</p>

3. Aims of the module
<p>This module will introduce self-regulation and explore how self-regulation permeates all aspects of development. By the end of the module, students will understand that behaviours communicate the needs of children and that the development of self-regulation is a cumulative process. Students will learn about self-regulation theory from a holistic perspective, including the impact of the ecological system. They will begin to understand the neuroscience behind self-regulation, including the importance of children feeling safe and secure in their environments and relationships. In addition, they will recognise the role of the adult as co-regulator and begin to employ strategies to support children in developing self-regulation. They will also begin to explore their own self-regulation and the implications for their role as a nanny.</p>



4. Pre-requisite modules or specified entry requirements

None.

5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Face-to-face teaching

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

Collaboration through group work

Research-based tasks and online information searches
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Written assignment

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

1. Recognise and understand the concept of self-regulation and how it lays the foundation for resilience and wellbeing.
2. Explore the development of self-regulation through theoretical frameworks and neuroscientific research.
3. Identify strategies that support children’s self-regulation and wellbeing.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; 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: Introduction to self-regulation and exploration of the importance of children feeling safe and secure in their environment.
- Week 2: Exploration of communication and the reasons behind children’s behaviours.
- Week 3: Application of theoretical frameworks to self-regulation in terms of both cognitive and emotional regulation.
- Week 4: Introduction to brain development and the ideas from neuroscience that underpin self-regulation.
- Week 5: Exploration of how self-regulation affects every aspect of the nanny role as well as a child’s life (holistic impact), its development over time and link with wellbeing and resilience (including students’ own self-regulation).
- Week 6: Identification of the role of the adult in developing strategies for co-regulation, including developing a supporting environment and attuning to the child; plus tutorials (drop-in sessions).
- Week 7: Introduction to emotion coaching and how children move from co-regulation with adults to self-regulation.
- Week 8: Support for assessment/assessment week.



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

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

Self-regulation is a developmental, cumulative process which relies upon the role of the adult as co-regulator. This assignment provides students with an opportunity to demonstrate their understanding of this process. Students will write a structured essay demonstrating their understanding of how children develop self-regulation – students will respond to four key questions related to the development of self-regulation to help structure their response and build their academic writing skills.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Essay:</i> The development of self-regulation - 1500 words - Reference list	100%	T2, Week 8	%	All

10. Teaching staff associated with the module

Name and contact details

Tamsin Grimmer – Tamsin.Grimmer@norland.ac.uk

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Janet Rose – janet.rose@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Asquith, S.	2020	<i>Self-regulation Skills in Young Children: Activities and Strategies for Practitioners and Parents</i>	London	Jessica Kingsley
Conkbayir, M.	2017	<i>Early Childhood and Neuroscience: Theory, Research and Implications for Practice</i>	London	Bloomsbury
Garvey, D.	2023	<i>Little Brains Matter: A practical guide to brain development and neuroscience in early childhood</i>	London	Taylor & Francis
Gilbert, L., Gus, L., & Rose, J.	2021	<i>Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience</i>	London	Jessica Kingsley
Grimmer, T. and Geens, W.	2022	<i>Nurturing Self-regulation in Early Childhood: Adopting an Ethos and Approach</i>	London	Routledge

12. Other indicative text (e.g., websites)
<p>Center on the Developing Child at Harvard University (no date). Available: https://developingchild.harvard.edu/ [Accessed 27/04/23]</p> <p>Cozolino, L. (2014). <i>The Neuroscience of Human Relationships</i>. London: Norton and Co</p> <p>Featherstone, S. (2017). <i>Making Sense of Neuroscience in the Early Years</i>. London: Bloomsbury</p> <p>Gopnik, A., Meltzoff, A. N., and Kuhl, P. K., (2003). <i>The Scientist in the Crib</i>. New York: Harper Collins</p> <p>Gopnik, A. (2016). <i>The Gardener and the Carpenter</i>. New York: MacMillan</p> <p>Gottman, J. (with DeClaire) (1997). <i>The Heart of Parenting</i>. New York: Simon & Shuster</p> <p>Lieberman, M. (2013). <i>Social: Why our brains are wired to connect</i>. Oxford: Oxford UP</p>



The Mehrit Centre (no date). Available: <https://self-reg.ca/> [Accessed 27/04/23]

Rose, J. and Wood, F. (2016). 'Child Development.' In Wyse, D. and Rogers, S. (Eds) *A Guide to Early Years and Primary Teaching*. London: Sage

Rose, J., Gilbert, L. and Richards, V. (2016). *Health and Wellbeing in Early Childhood*. London: Sage

Saffran, J. R. and Kirkham, N. Z., (2018). 'Infant Statistical Learning.' *Annual Review of Psychology*, 69, pp. 181-203

Siegel, D. (2013). *The Developing Mind*. New York: Guildford Press

Vandenbroeck, M. et al (2017). *Constructions of Neuroscience in Early Childhood Education*. London: Routledge

Wasserman, L., and Zambo, D., (2013). *Early Childhood and Neuroscience – Links to Development and Learning*. Netherlands: Springer

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	NC4206 Module specification
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