Module specification

1. Factual information

Module title	NC5201: Working Professionally with Parents and Carers

Module tutor	Tom Parsons	**Level**	5
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 Workshops: 3 hours Guest speakers: 2 hours Tutorials: 1 hour Independent study: 174 hours		

2. Rationale for the module and its links with other modules

The professional relationship between a nanny and their employers is complex, and getting this right means children get the very best care and support. Building on learning from NC4201 The Developing Practitioner and the ideas of the professional self, this module establishes how students can work with in the benchmark statements for the formation and promotion of mutually respectful relationships with parents and carers in the home environment. Learning in this module will provide a foundation for NC6201 Developing your Nanny Philosophy with respect to facilitating the needs of families. Concepts learned within this module, which focus on partnership working such as professional love, will also assist with the practice focused module NC5202: Practice in the Early Years 2: The Home, as students reflect on the perspectives of parents when inviting practitioners into their home.

3. Aims of the module

This module will highlight potential concerns for parents when employing a nanny and ask students to use their own experiences to establish the key considerations parents use when making that decision. Professional love and communication in this context will be considered in detail, and students will reflect on the necessity of feedback and how this can be used for constructive professional development, whilst considering how conflict resolution techniques can be used to resolve differing opinions. These skills will be reflected upon within the research context as students apply these to interview skills and reflection.

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

5. Is the module compensatable?
No.

6. Learning, teaching and assessment strategy for the module
Lectures
Seminars
Formative assessment
Online tasks and information searches and research
Individual activities

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

1.   Analyse potential concerns for parents when considering home-based education and care.

2.   Apply experience to examine the ethics of professional love when working with families.

3.   Explore and analyse ways to gather information on and from families sensitively and ethically.

4.   Critically reflect on the role of feedback in building successful professional relationships.

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

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

Week 1: What to expect when expecting a nanny? Exploring parents' perceptions of the role of the nanny.

Week 2: The ethics of professional love: Discussing the concept of professional love and the potential benefits and challenges of strong nanny-child relationships.

Week 3: Communication and feedback: Assessing the role of feedback in building successful parent-nanny relationships.

Week 4: Interviewing parents: Examining interview techniques in the context of the parent-nanny relationship.

Week 5: Capturing experiences in practice: Gathering information from families effectively and ethically.

Week 6: Seminar – Reflecting on experience: Discuss the complexities of the parent-nanny-child working relationship through student experiences.

Week 7: Assessment preparation: Constructing and conducting interviews.

Week 8: 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-Booket-Rev-July-2020.pdf.

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9. Assessment

Assessment rationale

This case study would be formed from the student's placement family and will involve an interview at the beginning of the placement, exploring parental expectations and preferences of the nanny/parent relationship with reference to professional love (Page, 2018). Students will then collect examples in practice throughout their placement that contributes to a final interview with parents that are reflected upon together. This provides students with an opportunity to practice research skills whilst reflecting on how relationships can be built with parents. For the first interview, students will be provided with questions and the final interview they will be guided to form their own. The interview transcripts must be included in the submission within the appendix.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
Case Study Interview: An interview focused case study on working with parents. - 2500 word equivalent (excluding transcript) - Reference list	100%	TBC	%	All

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10. Teaching staff associated with the module

Name and contact details

Tom Parsons tom.parsons@norland.ac.uk

Lucy Krebs lucy.krebs@norland.ac.uk

10. Teaching staff associated with the module
Name and contact details
Viki Bennett-Kane viki.bennettkane@norland.ac.uk
Vince MacLeod vince.macleod@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Coles, P.	2015	*The shadow of the second mother: nurses and nannies in theories of infant development*	London	Routledge
Elbra-Ramsay, C. and Menter, I.	2021	*Understanding Feedback: A Critical Exploration for Teacher Educators*	St Albans	Critical Publishing
Grimmer, T.	2021	*Developing a loving pedagogy in the early year – how love fits with professional practice*	Oxon	Routledge
Jarvis, J., George, J. and Holland, W.	2012	*Research in the Early Years: A Step-by-Step Guide*	New York	Routledge
Macdonald, C.L.	2011	*Shadow mothers: nannies, au pairs, and the micropolitics of mothering*	Berkeley	University of California Press

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

Ang, L., Brooker, E. and Stephen, C. (2017). 'A Review of the Research on Childminding: Understanding Children's Experiences in Home-Based Childcare Settings', *Early Childhood Education Journal*, 45(2), pp. 261–270.

Denscombe, M. (2010). *Research Guide: For Small-scale Social Research Projects*. Maidenhead: McGraw-Hill Education.

Page, J. (2018). 'Characterising the principles of Professional love in early childhood care and education' *International Journals of Early Years Education* Vol.26 p.2-17.

Purcell, M.E., Page, J. and Reid, J. (2022). 'Love in a Time of Colic: Mobilizing Professional Love in Relationships with Children and Young People to Promote Their Resilience and Wellbeing', *Child & Youth Services*, 43(1), pp. 3–27.

Taherdoost, H. (2022). 'How to Conduct an Effective Interview; A Guide to Interview Design in Research Study Authors', *International Journal of Academic Research in Management (IJARM)*, 11(1), pp. 39–51.

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

Document Control Information

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