



Module specification

| 1. Factual information | | | |
|--------------------------------|---|---------------------|---|
| Module title | NC5207: A Focus on Supporting Children to Understand Identity | | |
| Module tutor | Viki Bennett Kane | Level | 5 |
| Module type | Taught | Credit value | 5 |
| Mode of delivery | 100% face-to-face | | |
| Notional learning hours | 50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours | | |

| 2. Rationale for the module and its links with other modules |
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| Building on the learning from NC4205: Principles of Equality, Diversity, and Inclusion and NC5205: Promoting Health in Practice, this module provides an in-depth exploration of self and identity in relation to protected characteristics to prepare students for supporting the development of self for children in today's society. |

| 3. Aims of the module |
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| The aim of this module is to explore theoretical perspectives of self and identity in order to understand how nannies can celebrate and promote confident children. Current issues of identity will also be explored through media, with debates centred around the challenges posed by societal expectation and how these can be overcome. |

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

| 5. Is the module compensatable? |
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| No. |

| 6. Learning, teaching and assessment strategy for the module |
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| Lectures Independent research activity |



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| 6. Learning, teaching and assessment strategy for the module |
| Group tasks |



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

1. Critically explore theories of self and identity.
2. Apply concepts to demonstrate how children can celebrate and develop individual identities.

| A: Knowledge and understanding | B: Cognitive skills | C: Practical and professional skills | D: Key transferable skills |
|--------------------------------|---------------------|--------------------------------------|----------------------------|
| A1 | B1 | C1 | D2 |

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

Week 1: Conceptualising self and identity in children.

Week 2: Examining current debates on identity and self in a changing world. Attunement: the role of the nanny in supporting children to experience agency.

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

Students will create a written response to a case study that applies theories of self and identity to demonstrate how the nanny can support children within it and can celebrate and develop their individual identities. By applying theoretical understanding, students will have knowledge that can be taken into future practice.

| Assessment task/s | Weighting | Week submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|-------------------|-----------|----------------|--------------------------|---|
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| 9. Assessment | | | | |
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| <i>Blog post:</i> Individual blog post in response to case study related to self and identity - 750 words - Reference list | 100% | TBC | % | All |

| 10. Teaching staff associated with the module |
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| Name and contact details |
| Viki Bennett Kane viki.bennettkane@norland.ac.uk |
| Lucy Krebs lucy.krebs@norland.ac.uk |

| 11. Core reading list | | | | |
|-------------------------|------|---|----------|-----------|
| Author | Year | Title | Location | Publisher |
| Arnott, L. and Wall, K. | 2022 | <i>The Theory and Practice of Voice in Early Childhood</i> | London | Routledge |
| Daniel, V. | 2023 | <i>Anti-Racist Practice in the Early Years. A Holistic Framework for the Wellbeing of All Children</i> | London | Routledge |
| Hedges, H. | 2022 | <i>Children's Interests, Inquiries and Identities. Curriculum, Pedagogy, Learning and Outcomes in the Early Years</i> | London | Routledge |

| 12. Other indicative text (e.g., websites) |
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| Eaude, T. (2019). The role of culture and traditions in how young children's identities are constructed. <i>International Journal of Children's Spirituality</i> , Feb 2019, Education Research Complete, 24(1) 5-19 |



Department for Education (2014). Early Years: Guide to the 0 to 25 SEND Code of Practice. Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf
[Accessed: 2 May 2023]

United Nations (1989). UN Convention on the Rights of the Child. Available at:
<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/UNCRC-in-full.pdf>
[Accessed: 2 May 2023]

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
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| Document Control Information | |
|-------------------------------------|---------------------------------------|
| Policy Title: | NC5207 Module specification |
| Version number: | V3.0/RD/04-09-23 |
| Owner: | Head of Learning, Teaching & Research |
| Approving Body: | Academic Board |
| Related Norland Documents: | N/A |
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| Date of effect: | As above |
| Frequency of review: | Annually |
| Date of next review: | August 2024 |