Module specification

1. Factual information			
Module title	NC6205: Embedding self-regulation into practice through play		
Module tutor	Tamsin Grimmer	**Level**	6
Module type	Taught	**Credit value**	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Lectures: 10 hours Guest speakers: 2 hours Workshops/Drop-Ins: 3 hours Independent study: 85 hours		

2. Rationale for the module and its links with other modules
Cognitive self-regulation or executive functioning provides adults and children with the fundamental skills and core competencies that enable them to become resilient and support their wellbeing. A nanny will use executive functioning skills on a daily basis to facilitate their role and they can also promote children's executive functioning skills through play experiences, given that play acts as a powerful medium for promoting children's executive functioning. This module is the final module of a three-part spiral across the three years of taught study at Norland, building on the foundation of NC4206: Introducing self-regulation and NC5206: Supporting children to regulate behaviour.

3. Aims of the module
This module will build on students' knowledge and understanding about self-regulation, with a particular focus on cognition and executive functioning. This is explored through the lens of play and examines how play promotes the development of core life skills, including the characteristics of effective learning. By the end of the module, students will understand how play supports children's brain development and learning. They will experience play opportunities that promote self-regulation and executive functioning and consider how to communicate effectively with families to support the needs of the child.

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

5. Is the module compensatable?
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 Self-directed study Collaboration through group work Research-based tasks and online information searches Presentation

7. Intended learning outcomes *At the end of the module, learners will be expected to:*			
1. Have a critical understanding of the role executive functioning plays in self-regulation 2. Critically analyse how play supports the development of children's executive functioning skills 3. Rationalise and articulate how to support families to recognise the importance of self-regulation and its promotion through play			
A: Knowledge and understanding	**B: Cognitive skills**	**C: Practical and professional skills**	**D: Key transferable skills**
A1; A2; 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: Executive functioning – what is it, why we need it and how it helps resilience in the nanny role Week 2: The neuroscience of play – how play supports children's brain development and learning (executive functioning) Week 3: Critiquing theory and practice in relation to executive functioning, including metacognition Week 4: Supporting parents to recognise the value of play and how it promotes children's self-regulation, particularly in relation to executive functioning, plus support for assessment/Assessment week 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.

9. Assessment
Assessment rationale Students need to be confident in their own self-regulation and when supporting children to develop self-regulation within a family. Students will create a presentation to be shared orally that justifies how they would promote self-regulation through play within a family. The presentation provides students with

9. Assessment				
an opportunity to present an argument and respond to questions. It will include supporting visual aids such as slides. Students will need to submit their presentation notes and reference list.				
Assessment task/s	**Weighting**	**Week submitted**	**Grading (Pass/Fail or %)**	**Module Learning Outcome(s) that the assessment task maps to**
Presentation: Individual presentation justifying how play promotes executive functioning and self-regulation - 15 minutes (1500 word equivalent) - Presentation notes (500 words) - Reference list	100%	Week 4	%	All

10. Teaching staff associated with the module
Name and contact details
Vince MacLeod Vince.MacLeod@norland.ac.uk
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Julia Gaskell J.Gaskell@norland.ac.uk

11. Core reading list				
Author	**Year**	**Title**	**Location**	**Publisher**
Bodrova, E. et al	2013	'Play and Self-Regulation: Lessons from Vygotsky.' *American Journal of Play, 6.1, 111-123.*	Online	American Journal of Play

11. Core reading list				
Author	**Year**	**Title**	**Location**	**Publisher**
Grimmer, T. & Geens, W.	2023	*Nurturing Self-regulation in early childhood: Adopting an ethos and approach*	London	Routledge
Jana, L.	2017	*The Toddler Brain*	London	De Kapo
Whitebread, D. and Neale, D.	2020	Metacognition in early child development. *Translational Issues in Psychological Science, 6(1), 8–14.*	Online	Translational Issues in Psychological Science

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

Center on the Developing Child at Harvard University

American Journal of Play (2010). Science of the Brain as a Gateway to Understanding Play: Interview with Jaap Panksepp (2010), *American Journal of Play*, 245-277. Available at: https://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/2-3-interview-science-of-brain-jaak-panksepp.pdf

Best, J. et al (2011). Relations between Executive Function and Academic Achievement from Ages 5 to 17, *Journal of Learning and Individual Differences*, 21.4, 327-336

Liu, C. et al (2017). *Neuroscience and learning through play: a review of the evidence*. DK: Lego Foundation.

Kestly, T. & Badenoch, B. (2018). *The Interpersonal Neurobiology of Play: Brain-Building Interventions for Emotional Well-Being*. New York: Norton.

Hamilton, L. and Rose, J. (2021). *The Neuroscience of Play*. Literature Review Report. Bath: Norland College.

Harding, J. (2023). *The Brain that Loves to Play: A Visual Guide to Child Development, Play and Brain Growth*. Routledge.

Neale, D., Clackson, K., Georgieva, S., Dedetas, H., Scarpate, M., Wass, S. and Leong, V. (2018). 'Toward a Neuroscientific Understanding of Play: A Dimensional Coding Framework for Analyzing Infant-Adult Play Patterns.' *Frontiers in Psychology*.

Panksepp, J. (2007). 'Can PLAY Diminish ADHD and Facilitate the Construction of the Social Brain?' *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 57-66.

Rushton, S. et al (2010). Neuroscience, play and early childhood education: Connections, implications and assessment. *Early Childhood Education Journal*, 37.5, 351–361.

Rushton, S. (2011). Neuroscience, Early Childhood Education and Play: We are Doing it Right! *Early Childhood Education Journal* 39, 89–94.

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

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