

Module specification

1. Factual information			
Module title	NC6207: A Focus on Supporting Loss		
Module tutor	Ciara Walsh	Level	6
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	
Loss is something likely to be experienced by families through many life transitions. Building on learning from modules NC5206: Supporting Children to Regulate Behaviour, NC6201: Developing Your Nanny Philosophy and NC6205: Embedding Self-Regulation into Practice through Play, this module will provide an opportunity for students to explore how theory can be applied to their professional skills in understanding and supporting families in challenging times.	

3. Aims of the module	
The aim of this module is to explore theories of loss in detail and critically evaluate their application to practical scenarios to support children and families. The module will also explore the position of the nanny with respect to this and debate the benefits and challenges of being within the family home during these times.	

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	



6. Learning, teaching and assessment strategy for the module
Independent research activity
Group tasks



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

LO1: Critically evaluate a range of relevant theoretical perspectives in relation to significant life transitions.

LO2: Apply and develop appropriate professional skills to support families to process loss.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A3	B1	C1	D2

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

Week 1: Theories of loss (LO1)

Week 2: Supporting children and families with loss (LO2)

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 plan, in response to a case study, that considers how theory can inform their approach supporting loss with families. This will provide students with the opportunity to reflect on their place within a family in preparation for their future careers.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail/%)	Module Learning Outcome(s) that the assessment task maps to
<i>Plan:</i> Plan in response to case study related to supporting loss	100%	TBC	%	All

9. Assessment				
1000 words				
Reference list				

10. Teaching staff associated with the module
Name and contact details
Ciara Walsh ciara.walsh@norland.ac.uk
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11. Core reading list				
Author	Year	Title	Location	Publisher
Bowlby, J.	1997	<i>Attachment and Loss Volume 1: Attachment</i>	London	Pimlico
McNiel, A. and Gabbay, P.	2018	<i>Understanding and Supporting Bereaved Children: A Practical Guide for Professionals</i>	New York	Springer Publishing Company
Merenda, E.	2020	<i>Childhood Loss and Grief: Guidelines for Educators and Professionals</i>	Illinois	Learner Book

12. Other indicative text (e.g., websites)
Rainbow Trust (2023) How do we help children open up to grief? Available at: https://www.rainbowtrust.org.uk/latest-news/how-do-we-help-children-open-up-to-grief/ [Accessed: 16 May 2023]

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



Document Control Information	
Policy Title:	NC6207 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
Date of approval:	4 th September 2023
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	August 2024