

Module specification

1. Factual information			
Module title	ND 1.1 Professional Skills 1		
Module tutor	Georgina Bassil	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	10 hours face to face		

2. Rationale for the module and its links with other modules	
<p>The purpose of this module is to support learning in the BA (Hons) module NC4201 The Developing Practitioner by identifying practical skills for communication that are needed in a professional setting. This module will also act as a foundation for ND 2.1 Professional Skills 2, with links to ND 1.2 Basic Care Skills, in terms of how care actions can be recorded meaningfully for parents and carers, as well as for ND 1.3 Let's Play!, which will look at how the importance of play can be communicated and used to document learning.</p>	

3. Aims of the module	
<p>Communication is a fundamental skill for any early years practitioner, but especially those working in a home environment. In this module, students will examine and practise good communication in preparation for placement, with a focus on ensuring professional communication online, on the telephone and face to face. Students will also explore how to find and access work safely, the necessary processes they should follow in order to maintain professional boundaries, and what steps they can take if challenges arise.</p>	

4. Prerequisite modules or specified entry requirements	
None	

5. Does the module permit compensation?	
No	

6. Learning, teaching and assessment strategy for the module	
Face-to-face lectures	



Practical workshops

Tutor-directed study and self-directed study

Formative assessment

Collaboration through group work

Individual activities



7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Identify and explain how to access work safely as both a student and a Norlander.
2. Demonstrate how to communicate effectively with practitioners, children and parents in the setting.
3. Identify potential risks within the placement setting and explain safe working practices with children.

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO5, PLO6

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

The teaching will involve:

Week 1: Introduction to the Norland job shop and agency and receiving and responding to feedback

Week 2: Introductions in writing and in person; professional communications

Week 3: Settling into the setting and respecting, understanding and listening to children

Week 4: Ensuring safe practice and being proactive

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment rationale

Students will be asked to explain their understanding of the learning outcomes through a viva, using written examples to support their points. The written elements will include the introductory letter to placement and the paperwork they have prepared in anticipation of placement, such as time sheets, to-do lists and placement information.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
Five-minute viva in session -Written support from placement documentation	100%	Week 4	Pass/Fail	All

10. Teaching staff associated with the module

Name and contact details

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11. Core reading list				
Author	Year	Title	Location	Publisher
Norland	(no date)	Norland Code of Professional Responsibilities	Bath Spa	Norland College

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

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



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