

Module specification

| 1. Factual information | | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|
| Module title | NC4206: Introducing Self-regulation | | |
| Module tutor | Tamsin Grimmer | Level | 4 |
| 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 Guest speakers 2 hours Workshops/Drop-Ins: 3 hours Independent study: 175 hours | | |

| 2. Rationale for the module and its links with other modules |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-regulation is essential for healthy development. It lays the foundation for resilience and wellbeing, and enables us to regulate our feelings, our behaviour, our sleep, our eating and our thinking.</p> <p>It is vital that students understand the theory and research behind children’s development of self-regulation, including what we can learn from the neuroscientific evidence, and the adult’s role as a co-regulator within the ecosystem. The module will also enable students to understand the importance of their own self-regulation and its impact on their wellbeing and role as a nanny.</p> <p>This module is the first of three modules that focus on the development of self-regulation. It acts as a foundation for NC5206: Supporting Children to Regulate Behaviour and then NC6205: Embedding Self-regulation into Practice through Play.</p> |

| 3. Aims of the module |
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| <p>This module will introduce self-regulation and explore how self-regulation permeates all aspects of development. By the end of the module, students will understand that behaviours communicate the needs of children and that the development of self-regulation is a cumulative process. Students will learn about self-regulation theory from a holistic perspective, including the impact of the ecological system. They will begin to understand the neuroscience behind self-regulation, including the importance of children feeling safe and secure in their environments and relationships. In addition, they will recognise the role of the adult as co-regulator and begin to employ strategies to support</p> |



3. Aims of the module

children in developing self-regulation. They will also begin to explore their own self-regulation and the implications for their role as a nanny.

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

Written assignment



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

1. Recognise and understand the concept of self-regulation and how it lays the foundation for resilience and wellbeing.
2. Explore the development of self-regulation through theoretical frameworks and neuroscientific research.
3. Identify strategies that support children’s self-regulation and wellbeing.

| A: Knowledge and understanding | B: Cognitive skills | C: Practical and professional skills | D: Key transferable skills |
|--------------------------------|---------------------|--------------------------------------|----------------------------|
| A1; 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: Introduction to self-regulation and exploration of the importance of children feeling safe and secure in their environment.
- Week 2: Exploration of communication and the reasons behind children’s behaviours.
- Week 3: Application of theoretical frameworks to self-regulation in terms of both cognitive and emotional regulation.
- Week 4: Introduction to brain development and the ideas from neuroscience that underpin self-regulation.
- Week 5: Exploration of how self-regulation affects every aspect of the nanny role as well as a child’s life (holistic impact), its development over time and link with wellbeing and resilience (including students’ own self-regulation).
- Week 6: Identification of the role of the adult in developing strategies for co-regulation, including developing a supporting environment and attuning to the child; plus tutorials (drop-in sessions).
- Week 7: Introduction to emotion coaching and how children move from co-regulation with adults to self-regulation.
- Week 8: Support for assessment/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-Booklet-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

Self-regulation is a developmental, cumulative process which relies upon the role of the adult as co-regulator. This assignment provides students with an opportunity to demonstrate their understanding of this process. Students will write a structured essay demonstrating their understanding of how children develop self-regulation.

| Assessment task/s | Weighting | Week submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|--------------------------------------------------------------------------------------|-----------|----------------|--------------------------|-------------------------------------------------------------|
| <i>Essay:</i> The development of self-regulation - 1500 words - Reference list | 100% | T2, Week 8 | % | All |

10. Teaching staff associated with the module

Name and contact details

Tamsin Grimmer – Tamsin.Grimmer@norland.ac.uk

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| 11. Core reading list | | | | |
|----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------|----------|------------------|
| Author | Year | Title | Location | Publisher |
| Asquith, S. | 2020 | <i>Self-regulation Skills in Young Children: Activities and Strategies for Practitioners and Parents</i> | London | Jessica Kingsley |
| Conkbayir, M. | 2017 | <i>Early Childhood and Neuroscience: Theory, Research and Implications for Practice</i> | London | Bloomsbury |
| Garvey, D. | 2023 | <i>Little Brains Matter: A practical guide to brain development and neuroscience in early childhood</i> | London | Taylor & Francis |
| Gilbert, L., Gus, L., & Rose, J. | 2021 | <i>Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience</i> | London | Jessica Kingsley |
| Grimmer, T. and Geens, W. | 2022 | <i>Nurturing Self-regulation in Early Childhood: Adopting an Ethos and Approach</i> | London | Routledge |

| 12. Other indicative text (e.g., websites) |
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| Center on the Developing Child at Harvard University (2024) <i>A Guide to Executive Function</i> . Available at: https://developingchild.harvard.edu/guide/a-guide-to-executive-function/ |
| Center on the Developing Child at Harvard University (2024) <i>Brain Architecture</i> . Available at https://developingchild.harvard.edu/science/key-concepts/brain-architecture/ |
| Cozolino, L. (2014) <i>The neuroscience of human relationships</i> . London: Norton and Co. |



- Emerson, A. (2022) The case for trauma-informed behaviour policies, *Pastoral Care in Education*, 40(3), pp. 352–359.
- Featherstone, S. (2017) *Making sense of neuroscience in the early years*. London: Bloomsbury.
- Gopnik, A. (2016) *The gardener and the carpenter*. New York: MacMillan.
- Gopnik, A., Melzoff, A. and Kuhl, P. (2003) *The scientist in the crib*. New York: Harper Collins.
- Gottman, J. (with DeClaire, J.) (1997) *The heart of parenting*. New York: Simon & Shuster.
- Lieberman, M. (2013) *Social: Why our brains are wired to connect*. Oxford: OUP.
- Rose, J. and Wood, F. (2016) 'Child development', in D. Wyse and S. Rogers (eds) *A guide to early years and primary teaching*. London: Sage.
- Rose, J., Gilbert, L. and Richards, V. (2016) *Health and wellbeing in early childhood*. London: Sage.
- Siegel, D. (2013) *The developing mind*. New York: Guildford Press.
- The Mehrit Centre (2023) Available at: <https://self-reg.ca/>
- Vandenbroeck, M., De Vos, J., Fias, W., Olsson, L., Penn, H., Wastell, D. and White, S. (2017) *Constructions of neuroscience in early childhood education*. London: Routledge.
- Wasserman, L. and Zambo, D. (2013) *Early childhood and neuroscience – links to development and learning*. Netherlands: Springer



13. List of amendments since last (re)validation

| Area amended | Details | Date Central Quality informed |
|--------------|-----------------------------------------------------------------------------------------|-------------------------------|
| Section 1 | Housekeeping change as only the title of the module was altered, not the course content | 19/06/2024 |

Document Control Information

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|-----------------------------------|---------------------------------------|
| Policy Title: | NC4206 Module specification |
| Version number: | V3.1/RD/20-06-24 |
| Owner: | Head of Learning, Teaching & Research |
| Approving Body: | Academic Board |
| Related Norland Documents: | N/A |
| Date of approval: | |
| Date of effect: | As above |



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| Frequency of review: | Annually |
| Date of next review: | June 2025 |