



## Module specification

1. Factual information			
<b>Module title</b>	NC5202: Practice in the Early Years 2: The Home		
<b>Module tutor</b>	Georgina Bassil	<b>Level</b>	5
<b>Module type</b>	Taught; Practical; Graduate Practitioner Competencies	<b>Credit value</b>	30
<b>Mode of delivery</b>	Face-to-face teaching: 5.2% Work-based learning: 94.8%		
<b>Notional learning hours</b>	560 notional hours, made up of: <u>Trimester 1:</u> Lectures: 10 hours Placement 2.1 – 4 weeks/128 hours in a Home Setting, Daily or 148 hours in a Live-In Family placement (including visit from placement officer) <u>Trimester 2:</u> Lectures: 10 Hours Placement 2.2 – 4 weeks/128 hours Home Setting, Daily or 148 hours in a Live-In Family placement (including visit from placement officer) <u>Trimester 3:</u> Placement 2.3 – 6 weeks/284 hours Home Setting, Residential Family (including visit from placement officer)		

2. Rationale for the module and its links with other modules
The home presents many opportunities as a living, working and learning environment for nannies and children. This module takes a holistic practical approach to caring for children in the home environment, building on learning from NC4202 Practice in the Early Years 1: The Setting, complementing learning from NC5201 Working Professionally with Parents and Carers. Learning here will also act as a foundation for NC6202: Practice in the Early Years 3: Supporting Families through Leadership.



### 3. Aims of the module

The taught aspects of this module will link with second year placement experience to establish the complex role of the nanny: from meeting children's physiological needs, to keeping them safe while promoting autonomy, to analysing how children's preferences and abilities can be respected when providing play and learning experiences.

### 4. Pre-requisite modules or specified entry requirements

To access placement and complete this module, students must firstly achieve a grade of 40% in module NC4202: Practice in the Early Years 1: The Setting

### 5. Is the module compensatable?

No

### 6. Learning, teaching and assessment strategy for the module

Work-based learning.

Lectures

Formative Assessment (Observation in practice).

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

1. Demonstrate best practice when supporting children's physiological needs.
2. Evaluate how children are kept safe within the home environment while promoting healthy risk.
3. Examine how children's own preferences and abilities are respected when providing play and learning experiences.
4. Critically explore how the nanny can promote autonomy for children within their home environment.
5. Justify how one's own practice promotes holistic wellbeing drawing on feedback from previous placements.
6. Examine how ethical practice is maintained while meeting a child's holistic needs.

Graduate Practitioner Competencies: All

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*

Trimester 1:

- Module introduction, Introduce Graduate Practitioner Competency Portfolios and Placement paperwork.
- The role of the nanny: working in the home.
- Building GPC evidence and assessment support.
- Placement 2.1 - Family Daily/Live in.

Trimester 2:

- Placement 2.2 - Family Daily/Live in

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

- Meeting the needs of the child: what this looks like in practice.
- Building GPC evidence and assessment support.
- Preparing for the Viva

Trimester 3:

- Placement 2.3 - Family Residential.
- Assessment

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**

This module is focused on placement experience and the skills which are required to be successful in fulfilling the role of early years practitioner in a setting. Students will be assessed in placements, all of which must be passed. Students will be assessed on their practical skills and knowledge and will include formative professional observation from assessors. Summative assessment will include evidence signed off in Placement Graduate Practitioner Competency Portfolio which will provide the foundation for the professional discussion in Trimester 3. The graduate practitioner portfolio will be signed off throughout the three years as students experience different settings, and anything that has been signed off will contribute to the discussion in the viva.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p>001: Successful completion of:</p> <ul style="list-style-type: none"> <li>• evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC<a href="#">5202-</a></li> </ul>				

9. Assessment				
<p><a href="#">30</a> as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines;</p> <ul style="list-style-type: none"> <li>achievement of the required minimum of 100% attendance, with an allowance of up to 4 days self-certification for cases of sickness.</li> </ul>			Pass/Fail	All. Competencies: All
<p>002: Successful completion of:</p> <ul style="list-style-type: none"> <li>evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules <a href="#">NC5202-30</a> as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines;</li> <li>achievement of the required minimum of 100% attendance, with an allowance of up to 4 days self-certification for cases of sickness.</li> </ul>			Pass/Fail	

9. Assessment				
<p>003: Successful completion of:</p> <ul style="list-style-type: none"> <li>evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC<a href="#">5202-30</a> as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines;</li> <li>achievement of the required minimum of 100% attendance, with an allowance of up to 4 days self-certification for cases of sickness.</li> </ul>			Pass/Fail	
<p>004: <i>Viva</i>: Professional discussion and reflection</p> <ul style="list-style-type: none"> <li>20 minutes</li> <li>Graduate Practitioner Competency Portfolio with 1200 word written submission.</li> </ul>	100%	T3	%	All. Competencies: 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
Bradbury, A., Musgrave, J. and Perkins H.	2023	<i>A Practical Guide to Early Childhood Studies Graduate Practitioner Competencies</i>	London	Sage
Canning, N.	2020	<i>Children's Empowerment in Play: Participation, voice and ownership</i>	London	Routledge
Ostroff, W.	2022	<i>Empowering Young Children</i>	New York	Routledge
Rose, J., Gilbert, L. & Richards, V.	2016	<i>Health and Well-being in Early Childhood</i>	London	Sage

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

Mainstone-Cotton, S. (2017). *Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide to Professionals and Parents*. Philadelphia: Jessica Kingsley Publishers

Silberfeld, C. (2023). *The Early Childhood Graduate Practitioner Competencies: A Guide for Professional Practice*. London: Sage Publications Ltd

Waters-Davies, J. (2022). *Introduction to Play*. London: Sage



13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 10	Jo Brimble included under teaching staff	20/03/2025
Section 5	Clarified that the module is not compensatable	24/07/2025





Document Control Information	
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