Module specification

1. Factual information

Module title	NC5207: A Focus on Supporting Children to Understand Identity		
Module tutor	Lucy Krebs	**Level**	5
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 Independent study: 90 hours		

2. Rationale for the module and its links with other modules

Building on the learning from NC4205: Principles of Equality, Diversity, and Inclusion and NC5205: Promoting Health in Practice, this module provides an in-depth exploration of self and identity in relation to protected characteristics to prepare students for supporting the development of self for children in today's society.

3. Aims of the module

The aim of this module is to explore theoretical perspectives of self and identity in order to understand how nannies can celebrate and promote confident children. Current issues of identity will also be explored through media, with debates centred around the challenges posed by societal expectation and how these can be overcome.

4. Pre-requisite modules or specified entry requirements

None.

5. Is the module compensatable?

Yes – at module level.

6. Learning, teaching and assessment strategy for the module

Lectures

Independent research activity

Group tasks

7. Intended learning outcomes *At the end of the module, learners will be expected to:*			
1. Critically explore theories of self and identity.			
2. Apply concepts to demonstrate how children can celebrate and develop individual identities.			
A: Knowledge and understanding	**B: Cognitive skills**	**C: Practical and professional skills**	**D: Key transferable skills**
A1	B1	C1	D2

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

Conceptualising self and identity in children.

Examining current debates on identity and self in a changing world. Attunement: the role of the nanny in supporting children to experience agency.

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 will contribute to a discussion about a case study that applies theories of self and identity to demonstrate how the nanny can support children within it and can celebrate and develop their individual identities. By applying theoretical understanding, students will collaborate in discussion to build knowledge that can be taken into future practice.

Students will be provided with a scenario-based case study and will discuss the unique challenges and consideration for practice, applying knowledge from the taught content and independent reading evidenced by the submission of a bibliography. The submission will include an annotated self-assessment rubric that is completed by the student following the discussion.

9. Assessment

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
Live Practical Project: Individual contribution to a response to case study related to self and identity - Annotated self-assessment rubric (1500 word equivalent)	100%	T2	%	All

10. Teaching staff associated with the module

Name and contact details

Lucy Krebs lucy.krebs@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Arnott, L. and Wall, K.	2022	*The Theory and Practice of Voice in Early Childhood*	London	Routledge
Daniel, V.	2023	*Anti-Racist Practice in the Early Years. A Holistic Framework for the Wellbeing of All Children*	London	Routledge
Hedges, H.	2022	*Children's Interests, Inquiries and Identities. Curriculum, Pedagogy, Learning and Outcomes in the Early Years*	London	Routledge

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

Eaude, T. (2019). The role of culture and traditions in how young children's identities are constructed. *International Journal of Children's Spirituality*, Feb 2019, Education Research Complete, 24(1) 5-19

Department for Education (2014). Early Years: Guide to the 0 to 25 SEND Code of Practice. Available at:https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf [Accessed: 22 July 2024]

United Nations (1989) *UN Convention on the Rights of the Child* Available at: https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/UNCRC-in-full.pdf [Accessed: 22 July 2024]

13. List of amendments since last (re)validation		
Area amended	**Details**	**Date Central Quality informed**
Section 1	Increase of credit value to 10 from 5, notional hours to 100 from 50 with appropriate changes to proportion of time in lectures & independent study reflected accordingly. Also removed the guest speaker session.	19/03/2025
Section 8	Indicative content elaborated upon.	19/03/2025
Section 9	Further detail provided on assessment rationale & reference list replaced with bibliography & annotated self-assessment rubric on assessment criteria. Assessment format changed from blog post to discussion.	19/03/2025
Section 9	Changed assessment format from "Discussion" to "Live Practical Project". Noted the assessment should be equivalent to 1500 words.	21/07/2025

Document Control Information

Policy Title:	NC5207 Module specification
Version number:	V4.0/LK/24-07-25
Owner:	Lucy Krebs
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	28th February 2025
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	February 2026