



### Module specification

| 1. Factual information         |                              |                     |             |
|--------------------------------|------------------------------|---------------------|-------------|
| <b>Module title</b>            | ND 2.1 Professional Skills 2 |                     |             |
| <b>Module tutor</b>            | Georgina Bassil              | <b>Level</b>        | Second year |
| <b>Module type</b>             | Taught                       | <b>Credit value</b> | N/A         |
| <b>Mode of delivery</b>        | 100% face to face            |                     |             |
| <b>Notional learning hours</b> | 10 hours face to face        |                     |             |

| 2. Rationale for the module and its links with other modules  |
|---|
| Building on ND 1.1 Professional Skills 1, this module will explore the professional practical documentation skills required for a nanny in the home environment. The learning in this module links with the Norland diploma modules ND 2.2 Intermediate Care Skills, F&N 2.1 Nutrition for Health and Dietary Needs – Pregnancy, Nursing, and Alternative Provision and F&N 22.2 Baby Years – Feeding and Weaning. On the BA (Hons), the learning will act as practical preparation for NC5202 Practice in the Early Years: The Home. |

| 3. Aims of the module   |
|---|
| Documentation of routine and daily events will be explored as well as documenting learning in a way that values a child's individuality and engages their families. Menu planning, accounting and recording accidents and medication will also be covered so that students going into their first family placement will have the knowledge and skills to communicate this information effectively. Conflict resolution will |



also be considered as part of this and how responding to feedback can be achieved constructively and professionally.

**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

Peer assessment



## 7. Intended learning outcomes

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

1. Demonstrate and evaluate paperwork that is required when working in a home.
2. Demonstrate how learning can be documented with consideration of individual needs.
3. Identify and explore where conflict may arise in professional partnership working and the steps a practitioner might take to overcome this.
4. Identify where practical skills have been used in professional practice and how these may be recorded.

### 7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO5, PLO6, PLO7

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

- Weekly planning in placement (menu and activity planning)
- Nanny diaries: medication, accident recording, home accounts
- Working with families, managing conflict
- Documenting learning, respecting individuality

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

**Assessment strategy:** Students will form a folder of documentation evidence from placement, which will include a nanny diary, documenting observation, assessment and planning, meal planning, and responsiveness to children's individual needs and preferences throughout this. There will also be a reflection on what students felt went well with their documentation and what they will do to improve in future. These elements will feed into a professional discussion at the end of the academic year.



| Assessment task  | Weighting | Trimester submitted | Grading (pass/fail/%) | Module learning outcomes the assessment task maps to |
|--|-----------|---------------------|-----------------------|--|
| Professional discussion on Nanny paperwork conducted during placement including: <ul style="list-style-type: none"> <li>Nanny diary</li> <li>Learning documentation including observation, assessment of development, and planning from this</li> <li>Meal planning (note for reviewer: this will be specific to a family and so not assessed in F&amp;N 2.1)</li> </ul> | 100%      | T1                  | Pass/Refer/Fail       | All  |

#### 10. Teaching staff associated with the module

##### Name and contact details

Georgina Bassil [Georgina.Bassil@norland.ac.uk](mailto:Georgina.Bassil@norland.ac.uk)

#### 11. Core reading list

| Author                     | Year      | Title   | Location | Publisher        |
|----------------------------|-----------|---|----------|------------------|
| McEvoy, J. and McMahon, S. | 2019      | <i>Child centred planning in the early years foundation stage</i> | London   | Learning Matters |
| Norland                    | (no date) | Norland Code of Professional Responsibilities                     | Bath Spa | Norland College  |



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

Department for Education (2021) *Development matters: non-statutory curriculum guidance for the early years foundation stage*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf) (Accessed: 6 April 2023).

Early Years Coalition (2021) *Birth to 5 matters: non-statutory guidance for the early years foundation stage*. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf> (Accessed: 2 May 2023).

## 13. List of amendments since last (re)validation

| Area amended | Details  | Date Central Quality informed |
|--------------|--|-------------------------------|
| Section 2    | Links to other modules/units made more explicit  | 18/03/2025                    |
| Section 7    | New intended learning outcome added (number 7)   | 18/03/2025                    |
| Section 9    | Adjustment to deadline to provide flexibility for students completing Nanny paperwork & change to pass/refer/fail. | 18/03/2025                    |
| Section 1    | Unit leader changed from Pollyanna Whitehead to Georgina Bassil  | 20/03/2025                    |
| Section 9    | Assessment changed to trimester 1  | 20/03/2025                    |
| Section 10   | Teaching staff changed to include Georgina Bassil  | 20/03/2025                    |



| Document Control Information |                                       |
|------------------------------|---------------------------------------|
| Policy Title:                | ND 2.1 unit specification             |
| Version number:              | V4.0/GB/24-07-25                      |
| Owner:                       | Georgina Bassil                       |
| Approving Body:              | Programme & Module Modification Panel |
| Related Norland Documents:   | N/A                                   |
| Date of approval:            | 28 <sup>th</sup> February 2025        |
| Date of effect:              | As above                              |
| Frequency of review:         | Annually                              |
| Date of next review:         | February 2026                         |